

PUBLIC • EDUCATION

PENNSYLVANIA



Monthly Bulletin
DEPARTMENT OF PUBLIC INSTRUCTION
Commonwealth of Pennsylvania



The productions of nature soon became my playmates. I felt that an intimacy with them not consisting of friendship, merely, but bordering on frenzy, must accompany my steps through life.—*John James Audubon*

The first step which a man or a people takes toward culture is a love of the artificial, as such, while the last and crowning step is a love of the natural and simple.—*John Burroughs*

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SCHOOL CALENDARS

EDUCATIONAL EVENTS

APRIL

- 2 State Teachers League
Harrisburg, Pennsylvania
- 4 Free School Day
- 5 Eastern Arts Association
Boston, Massachusetts (Five
Days)
- 6 North Eastern Convention Dis-
trict of P.S.E.A. East Strouds-
burg, Pennsylvania (Two Days)
- 6 Eastern District Physical Educa-
tion Association, Atlantic City,
New Jersey (Three Days)
- 8 Tri-State Commercial Education
Association Convention, Pitts-
burgh, Pa. (Two Days)
- 9 Western Pennsylvania Industrial
Arts Conference, State Teachers
College, California, Pennsylvania
- 13 Eastern Commercial Teachers
Association Philadelphia, Penn-
sylvania (Four Days)
- 15 Junior and Senior Academies of
Science, Bucknell University,
Lewisburg, Pennsylvania (Two
days)
- 19 Association for Childhood Educa-
tion, Cincinnati, Ohio
- 20 American Association for Health
and Physical Education, Atlanta,
Georgia (Four Days)
- 21 American Philosophical Society
Philadelphia, Pennsylvania
(Three Days)
- 24 Biennial Convention National Or-
ganization for Public Health
Nursing, Kansas City, Missouri
(Six Days)
- 25 National Academy of Science
Washington, D. C. (Three Days)
- 25 National League of Women
Voters
St. Louis, Missouri (Five Days)
- 29 State Forensic and Music League
Grove City, Pennsylvania (Two
Days)
- 29 Regional Conference on Visual
Education, Pittsburgh, Pennsyl-
vania
- 30 Industrial Arts Conference for
Eastern Pennsylvania, Millers-
ville, Pennsylvania

MAY

- 2 State Federation of Pennsylvania
Women
Pittsburgh, Pennsylvania (Five
Days)
- 3 State Dental Society
Philadelphia (Three Days)
- 6 American Council on Education
Washington, D. C. (Two Days)
- 9 Garden Clubs of America
Philadelphia, Pennsylvania
(Eight Days)
- 15 National Congress of Parents
and Teachers
Salt Lake City, Utah (Five
Days)
- 19 Dedication of Benjamin Franklin
Memorial
Philadelphia, Pennsylvania
(Three Days)
- 20 Pennsylvania Society for Crippled
Children
State College, Pennsylvania
(Two Days)
- 23—American Federation of Arts
Washington, D. C. (Three Days)

ANTICIPATING
ANNIVERSARIES

APRIL

- 1 April Fool's Day
- 1 Conservation Week
- 2 Hans Christian Anderson, 1805-
1875. Danish writer of fairy and
folk tales.
- 3 Twentieth Anniversary of the
promulgation of the American
Creed by W. T. Page in 1918.
- 3 John Burroughs, 1837-1921. Nat-
uralist and author.
- 3 Washington Irvin, 1783-1859.
Historian, essayist, and humor-
ist. Elected to the Hall of Fame
in 1900.
- 4 Free School Day
- 4 Thaddeus Stevens, 1792-1868.
Champion of free public schools
in Pennsylvania. Enrolled among
the honored educators on the
roll of honor engraved on the
frieze of the Education Build-
ing at Harrisburg.
- 6 Army Day
- 7 William Ellery Channing, 1780-
1842. Minister, abolitionist,
champion of temperance and ed-
ucation. Elected to the Hall of
Fame in 1900.
- 8 Forefathers Day Landing of
Swedes in Pennsylvania in 1638.
- 9 Joseph T. Rothrock, 1839-1922.
Founder of the State Forest
School and the Pennsylvania
Forestry Association; First
Commissioner of Pennsylvania
Department of Forestry. Botany
Instructor in University of
Pennsylvania. Enrolled among
the honored educators on the
roll of honor engraved on the
frieze of the Education Build-
ing, Harrisburg.
- 10 Joseph Pulitzer, 1847 - 1911.
Founder of the Pulitzer Prizes
for social achievements, jour-
nalist and philanthropist.
- 12 Henry Clay, 1777-1852. Congress-
man, orator, Secretary of State.
Elected to the Hall of Fame in
1900.
- 13 Thomas Jefferson, 1743-1826.
Author of the Declaration of In-
dependence, Minister to France,
Secretary of State, third Presi-
dent of the United States. Elect-
ed to the Hall of Fame in 1900.
- 14 First Edition of Webster's Dic-
tionary, 1828.
- 14 Pan-American Day
The date of the resolution creat-
ing the Pan-American Union
- 15 John Lothrop Motley, 1814-1877.
Historian. Elected to the Hall of
Fame in 1910.
- 15 Bird, Arbor and Forest Day
(Southern Pennsylvania)
- 16 Wilbur Wright, 1867-1912. De-
signer and perfecter of air-
planes.
- 17 Garden Week
- 17 Easter Sunday

(Continued on page 16)

EXECUTIVE OFFICE

LESTER K. ADE, M.A., Ph.D., Litt.D., LL.D.

Superintendent of Public Instruction



Expanding Functions of Education for Pennsylvania

(Abstracts from the address by Dr. Lester K. Ade, Superintendent of Public Instruction, at the Annual Schoolmen's Week in Philadelphia.)

Education is expanding in every direction with amazing swiftness. The traditional age span from six to eighteen years is rapidly extending to take in nursery children at the lower level and older youth, parents, and other adults at the upper level. The familiar school hours from nine in the morning to three in the afternoon are stretching into longer days of learning activities. We are also witnessing today the expansion of the place of learning from the confining walls of the schoolroom to places everywhere in the community where learning opportunities exist. The usual program of English, mathematics, science, history, and languages is now broadened by the addition of almost numberless new interests that occupy the educational life of the students.

Education Reaches Every Class of Children and Youth

Nor is education in its broader conception limited to learners of normal competency and condition. The expanding functions of modern education include learners of every level as well as the hard-of-hearing, the partially sighted, the physically crippled, and the mentally handicapped. Moreover, the processes of education are administered outside the commonly conceived school; for the radio, the press, the public forum, the motion picture, the library, travel, and many other devices and agencies are participating in the ever-widening function of education. The all-around development of the whole child is the ultimate objective of our expanding program.

Schools Becoming More Lifelike

Education, so conceived, tends to adjust children and youth to their environment—to the world as it is. Hence everything that enriches one's life is educational. While the three R's and the conventional academic activities are an essential part of education, they are but a small part. The new education must be designed in new and broader terms. The gap between learning and life must be bridged. Schools must become more lifelike, more vital.

Parents and Other Citizens Participate

A task as significant and far-reaching as public education cannot be the responsibility of the school alone. It definitely implies the social obligations of parents, citizens, leaders, and organizations. These elements of society may expect the school to bring up a better generation only to the extent that they actively and zealously participate in the process.

All the Children

It was not long ago when only a small percentage of children, even of conventional school age, attended school. In contrast, let us consider how many children, youth, and adults daily flock to the portals of our public schools today. They amount to almost a fourth of the population. There are nearly a million in our kindergarten and nursery schools alone; there are approximately twenty-five millions of pupils in our elementary schools, and approximately six millions in our secondary schools.

Handicapped Are Considered

In addition to these, there are more than six million others who are eligible for school but who, for unfortunate reasons, are not in regular attendance. We should also recognize that there are many thousands more for whom special programs have been provided. Among these are thousands of older youth, deaf and blind children, orphans and indigent youth, as well as parents and other adults. In view of this impressive procession of young humanity, and the countless varieties of conditions which the school population represents, it is not surprising that a function as vital as education should be constantly widening its sphere of service and influence.

Learning From Life

Learning is not confined to the school. It not only continues throughout life but takes place in every living experience. The impact of every force and factor in the waking life of a child exercises an educational influence that is either positive or negative.

It little matters whether the object or the experience occurs in school, after school, or away from school. It little matters whether it occurs to the child in the morning or evening, in summer or winter. The true conception of education is broad enough to encompass every such experience. This is reasonable because every such experience registers in the life of the child and affects his mental, moral, and physical development.

Exploring New Fields

As new interests and needs develop, education must explore and provide for new fields of learning. In pioneer days a very limited scholastic program was sufficient for the literary and other educational requirements of these sturdy folks. The in-

(Continued on Page 22, Column 1)

Conservation Prominent In April Anniversaries

Audubon and Burroughs Among Five Noted Naturalists in Annals of Month

CHAMPIONS OF EDUCATION ALSO RECOGNIZED

It is a fortunate coincidence that the month of April, which is usually marked by Arbor and Bird Day celebrations in Pennsylvania, claims among its days the birthday anniversaries of five famous naturalists, and an equal number of anniversaries relating to natural conservation. The children and youth of the Commonwealth who are interested in conservation education will not want for occasions during this promising spring month to celebrate the vital theme of conservation with appropriate exercises and activities.

Audubon and Burroughs Represented

The two best known naturalists whose birthdays occur in April are John Burroughs, 1837-1921, whose birthday falls on April 3, and John James Audubon, 1785-1851, born April 26. Much of the work of Audubon is associated with Pennsylvania, especially in the area of Philadelphia.

Other naturalists of note born in this spring month are Joseph T. Rothrock, 1839-1922, John Muir, 1838-1914, and J. Sterling Morton, 1832-1902, the founder of "Arbor Day." Rothrock, a Pennsylvanian, was the founder of the State Forest School at Mont Alto, and of the Pennsylvania Forestry Association. He served for a time as the first commissioner of the Department of Forestry and as botany instructor in the University of Pennsylvania.

Anniversaries Relating to Conservation

At least five anniversaries of April are directly related to conservation. In fact, April 1st marks the first day of Conservation Week in the United States. April 15 and 29, respectively, are the tentative dates for the observance of Arbor, Bird and Forest Day in southern and northern Pennsylvania. The seventeenth of the month is the beginning of the celebration of Garden Week, and the twenty-fourth is Humane Sunday, which is the beginning of a week dedicated to being kind to animals.

Stevens, Pulitzer and Froebel Among Honored Educators

Many April anniversaries pertain to men and events that have figured directly in the history of education in Pennsylvania and the nation at large.

(Continued on Page 5, Column 2)

EXECUTIVE OFFICE—Continued

ATTENDANCE REGISTER REVISED

Duplications and Non-Essential Data Eliminated

A major revision of the School Attendance Register has been completed. This simplifies the attendance record forms, provides for receiving attendance data by grade and by sex, and makes it possible to secure a correct enrolment in the State. This revision will make it possible for the first time to have a correct enrolment figure for the State without duplications, and to have the enrolment by grade and by sex yearly. It modernizes the Child Accounting System of Pennsylvania Education at Washington on a comparable basis with other states.

Suggestions Sent to Teachers

Three different types of letters are being sent to teachers with the aim of improving school attendance and also to letting the teacher know that the attendance reports are being studied very carefully by the Department: one to each teacher having one hundred per cent attendance; another to each teacher having less than ninety per cent attendance; the third to each teacher having more than two per cent of the time recorded as illegal absence. The latter two letters call the teacher's attention to the poor attendance and ask for suggestions as to how the attendance may be improved.

Providing For The 16-18 Year Old Secondary Students

A new problem arises in Pennsylvania with the fact that as a result of recent legislation additional sixteen to eighteen year old groups will remain in school longer. We appreciate that all school administrators are well aware of this problem and interested in its solution. The Department of Public Instruction is anxious to cooperate with existing organizations. The Pennsylvania Branch of the National Department of Secondary School Principals is taking an active part in the solution of this problem.

A Study in Progress

A study is now under way to reveal the educational needs of this retained group. Many inquiries from the field have indicated the importance of such a study as a preliminary to further educational planning. It is believed by the Department of Public Instruction and a committee appointed by the Pennsylvania Branch of the National Department of Secondary School Principals, that the most advisable way to meet this problem is to begin a study of this group, finding out who they are, and what facilities we have to offer them in meeting the competition of adulthood.

Mutual Agreement Between Teacher and Board Character- izes Good Administration of Schools

DR. CLARENCE E. ACKLEY
*Deputy Superintendent of Public
Instruction*

A cooperative attitude and a spirit of mutual agreement between teachers and school directors are characteristic of the administration of schools where the best interests of the boys and girls of the community are given first consideration. The termination of a teacher's contract may be for the betterment of the local school, or it may be for the betterment of the teacher.

Best Interest of School, First Consideration

If it can be definitely shown that the local schools will be improved by releasing the teacher, the contract should, if possible, be terminated by mutual agreement between teacher and board. If the undesirable teacher will not willingly relinquish his contract, however, then the legal procedure for forcing a release should be followed. On the other hand, if a release from contract is requested by the teacher because it will obviously enable him to advance in his profession, the board should endeavor to reach a basis of mutual understanding whereby the contract may be set aside.

Conference vs. Coercion

The school law sets up a definite procedure whereby a board of school directors may, on short notice, force the dismissal of an incompetent teacher. Tactful boards, however, find it possible in most instances to confer with such a teacher and obtain a resignation without resorting to formal dismissal proceedings.

Prerogative of Release

Likewise the law sets up a procedure by which a teacher may force a board to release him sixty days after his resignation has been filed. Here again it is preferable that the release be accomplished by conference and mutual agreement rather than by legal compulsion. If a capable teacher is readily obtainable for replacing the one desiring release, there is no good reason why the board should insist upon all its prerogatives and arbitrarily hold the teacher the full sixty days. If it is really impossible for the teacher to be replaced, then, of course, a sense of loyalty and professional pride should induce the teacher to carry out his contract even at the sacrifice of a desirable promotion.

Educational philosophy must be sensitive to the needs of the people, open-minded but not visionary, courageous but not impulsive, progressive but not impractical, and finally it must be responsive to the realities of today and the hopes of tomorrow, as well as to the traditions of yesterday.

COOPERATIVE FORUM PROJECTS BEING ESTABLISHED

Plans are being made during 1938 for the further development throughout the United States of adult civic education by means of public forums. During the past year, the Office of Education sponsored nineteen public forum demonstration centers in both urban and rural communities of nineteen different states. More than 10,000 meetings were held in these centers, attracting a total attendance of approximately 1,000,000. Local educational authorities directed the programs, assisted by forum leaders and relief personnel selected locally.

Selected Centers

During the remainder of this school year short-term demonstration programs are being conducted in selected centers, usually where a cluster of five or more communities ranging in population from 1,000 to 30,000 makes it possible for residents of several communities in one area to share the time of a competent forum leader and the costs of local administration. In this way the practicability of operating forums with different patterns of organization and administration to serve small communities, is being demonstrated.

To date, definite arrangements have been made for the establishment of cooperative forum projects in ten states. Tentative plans for carrying on such projects are being made in two other states.

In Pennsylvania

In Pennsylvania, the Administrative center is Tyrone. W. W. Eisenhart, Superintendent of Schools, is chairman of the project, and the cooperating communities include State College, Lewistown, Clearfield and Lock Haven.

October 4 and 5 Set For Education Congress 1938

The Committee appointed by Dr. Lester K. Ade, Superintendent of Public Instruction, to plan the Education Congress for 1938, has set the dates for this Annual Meeting on October 4 and 5. The Committee made wide inquiry as to the most suitable time for the Congress and found that the first week in October was most convenient to all concerned.

Most Opportune Time

By the beginning of October school officials have the year's work completely organized and fully under way, thus making their attendance more easily arranged. Likewise, the dates are near enough to the beginning of the school year to make it possible for school officials to carry back to their respective school districts information and guidance on their most crucial problems. The factor of open weather also favored the October dates for the Congress.

EXECUTIVE OFFICE—Continued

FOREFATHERS DAY

April 8, 1938 Marks Tercentenary of Earliest Episodes
in Pennsylvania History

April 8, 1938 has been established by the General Assembly as "Forefathers Day" in recognition of the 300th Anniversary of the landing of the first Swedish Colonial Expedition on the Delaware. From this pioneer venture there grew the colony of New Sweden. After 1643, the center of government for this colony was at Tinicum, on the banks of the Delaware in Pennsylvania. The first capital of the Commonwealth and its first legally constituted government originated, therefore, from the landing of April 8, 1638.

First Forefathers Day

On the first "Forefathers Day", in 1638, the first Governor of New Sweden, Peter Minuit, purchased from the Indians certain lands, thereby creating the first civilized land titles in Pennsylvania. At once settlements began to be established up and down the Delaware river. Sovereignty in Pennsylvania began shortly afterward when Colonel Johan Printz, under powers reposed in him by Queen Christina, established the First Capital under permanent government and became our first Governor. Here were established the First Law Courts, the First School, and here also was consecrated the first building of any branch of the Church Universal within Pennsylvania bounds.

Coalition of Swedes and Quakers

Under Dutch and English rule our Swedish forefathers were held in high esteem. The establishment of Penn's government under Colonel William Markham, at what is now Chester, in August, 1681, was followed by the coming of the great Quaker himself in October, 1682. Upon his arrival, began a coalition in government unique in

the annals of colonization. New Sweden merged into his Holy Experiment of civil and religious liberty in the Province of Pennsylvania. Under the tolerant religious principles voiced in Sweden's colonial charters New Sweden lived on in her increasing churches, preserving, through the aid of the Swedish mission, the simple liturgy of her national faith for nearly two centuries.

Arriving first in 1638, the Swedes had a thriving colony which they handed over to William Penn and the company who arrived with him in the "Welcome" in October 1682. The immediate friendly relations entered into by William Penn and his Norse fore-runners is proof that that name was no mere fiction. In his earliest letters home, Penn praised the Swedes for their good sportsmanship and good citizenship, and the two races quickly began inter-marrying, and founded the Swedish-Quaker race.

Social and Civil Institutions Begun

The first book printed in Pennsylvania was a Swedish-Indian catechism, published in 1661, according to an early history of New Sweden. The oldest borough in what is now Pennsylvania, was laid out at Upland around 1660. Also, the first Christian churches in the Province were erected still earlier.

The Keystone State has experienced interesting beginnings and significant growth. The Governor's Tercentenary Commission, the Pennsylvania Historical Commission, through Chairman F. W. Melvin, and the Department of Public Instruction, have all cooperated in the preparation of a fitting commemoration of the three hundredth anniversary of the founding of representative government in the Commonwealth through the agency of the Swedes.

MARSBY C. LITTLE

*Assistant Superintendent of Schools,
Adams County*

Marsby C. Little of Gettysburg has been commissioned Assistant Superintendent of Schools of Adams County. Mr. Little attended the rural elementary schools of Adams County and entered the secondary school of Gettysburg in 1920. Following his graduation from the latter school he enrolled in the Science Department of Gettysburg College, where he pursued work in science and attained the B.S. degree in 1928. Since then he has been granted the M.A. degree in the field of education, by Columbia University in New York City. He has done additional graduate work in education, specializing in supervision and administration.

During the past ten years, Mr. Little has served the public schools of Stoneboro as teacher, principal and supervising principal.

He succeeds Ira Y. Baker, who has advanced to the position of County Superintendent, upon the retirement of Mr. J. Floyd Slaybaugh.

CONSERVATION PROMINENT IN
APRIL ANNIVERSARIES

(Continued from Page 3, Column 3)

Champion of Free Schools in Pennsylvania.

For those who revel in the celebration of the anniversaries of champions of great causes, April offers Thaddeus Stevens, who was born April 4, 1792, and who championed the Free Public School Act of 1834. Another champion of educational and social adjustment, born April 10, 1847, was Joseph Pulitzer, founder of the Pulitzer Prizes for social achievements.

Founder of Kindergarten

Historically-minded people may prefer to give some recognition to the birthday anniversary of John L. Motley, famed historian, born on April 15. Educational philosophers who are in line for recognition in April are Friedrich Froebel, founder of the Kindergarten System, born April 21, 1782, and Herbert Spencer, great English teacher, born April 27, 1820. It will be of interest to others to note that the first edition of Webster's Dictionary appeared April 14, 1828.

For those who delight in good literature, this spring month offers the anniversaries of Hans Christian Anderson on April 2; Washington Irving, April 3; and William Shakespeare on April 23.

SCHOOLS FACE AGE OF
TRANSITION

Rapid Changes Challenge Education

The sweeping stride of social progress presents a striking challenge to education. The values which society emphasizes from age to age are constantly changing. During one period, culture will be the greatest good, while another period will seek social efficiency, character, or integrated personality, as the chief goal of education. Thus, from generation to generation, new values rise and old values fall.

Democracy Evolves

Possibly the greatest mistake that we can make about democracy is to conceive it as something fixed. Democracy, in order to live, must change and move. In the schools the coming generations learn to understand the social forces that are at work and the directions and cross directions in which they work.

Evidences of Change

Some changes apparent in our present period are the multiplication of governmental functions, the absorption of individual ownership by corporations, the disintegration of family economy, the replacement of social dogmas by scientific methods, and the changing complexion of foreign relations. In these circumstances education functions in a social context fundamentally different from the setting in which it was born and reared—different even from the setting in which it functioned a generation ago.

The continuity of social progress is more marked today than ever before. Ours is notably an age of transition. Our civilization is passing through one of the great critical ages of history. We are embarking upon a vast experiment of social planning, we are modifying the traditional faith in economic individualism, we are in the midst of trends which involve the social welfare of all the people. These factors bring to education new responsibilities.

The Challenge of Change

As the schools provide an understanding of these movements and give direction to these social forces, only to that extent can education meet the new challenges of democracy. It is the educator's business to see that education given by schools is such that those who go out can take stock of the knowledge that is available for social betterment.

ARBOR AND BIRD DAYS

APRIL 15—SOUTHERN PENNSYLVANIA
APRIL 29—NORTHERN PENNSYLVANIA

EXECUTIVE OFFICE—Concluded

NEW FACES APPEAR ON DEPARTMENT STAFF

DR. HARRY L. KRINER

Assistant Director of Teacher Education and Certification

The appointment of Dr. Harry L. Kriner, Dean of Instruction of the California State Teachers College, to the position of Assistant Director of Teacher Education and Certification, has been announced by the Department of Public Instruction.

Education

Doctor Kriner entered the State Teachers College at Lock Haven after completing his secondary school preparation in Brady, Pennsylvania, in 1911. From Lock Haven he turned to the University of Pennsylvania where he completed the work for his A.B. degree in 1920, and his A.M. degree in 1927. He likewise attended summer sessions at Columbia University and Pennsylvania State College and received the Doctor of Education degree from the latter in 1931.

Professional Experience

The professional experience of Doctor Kriner covers more than a score of years. During this time he served as instructor in the public schools of East Liberty, Clarion and Edinboro. He was also, at different times, principal of the schools at Clearfield, Dubois and Warren. During the past twelve years he has been on the faculty of the State Teachers College at California, Pennsylvania, serving as Director of Social Studies for three years and as Dean of Instruction for nine years.

Special Achievements

While at college, Doctor Kriner undertook numerous special projects in education. He made a survey of the student population of the college at California, and prepared a special study of pre-professional factors predictive of teacher success. Other researches in special fields which he made are a five-year study of teachers' colleges, and admission requirements of special schools for teachers. He also traveled extensively in Europe, Mexico and Canada.

New Duties

His new duties consist of evaluation of credentials for teachers' certificates and credentials of applications for admission to State Teachers' Colleges. He also will interview school officials and others on matters pertaining to elementary preparation and certification, and prepare reports and studies in this field.

I. MILDRED TITUS

Home Economics Education Adviser for Wyoming County

I. Mildred Titus of Tunkhannock, Pennsylvania, has been appointed home economics adviser for the schools of Wyoming County.

Miss Titus is a graduate of the Tunkhannock secondary schools and of the Mansfield State Teachers College. She received the Bachelor of Science degree in the field of vocational home economics in the latter institution in 1935. The summer following her graduation from Mansfield State Teachers College, she attended Marywood College at Scranton for advanced professional studies.

During the past two years she has been a teacher of home economics in the Tioga Junior High School and in the Tunkhannock Senior High School.

JEAN PATTERSON

Home Economics Adviser of Indiana County

The position of home economics adviser for the schools of Indiana County has been filled by the appointment of Miss Jean Patterson of Pitcairn, Pennsylvania.

The early education of Miss Patterson was gained in the Pitcairn Schools. In 1926 she entered the Indiana State Teachers College, where she completed the work of the Department of Home Economics and received the Bachelor of Science degree in 1930. She has since attended summer sessions at Pennsylvania State College and the University of Pittsburgh to pursue post-graduate work.

For four years following her graduation from Indiana State Teachers College, she served the Zelienople secondary school as supervisor of home economics, and carried on some teaching in the fields of art, health and civics. During the past two years she was supervisor of vocational home economics in the Elder Ridge public schools.

G. FLOYD DYE

Vocational Educational Adviser for Somerset County

The appointment of G. Floyd Dye to the position of vocational education adviser for Somerset County has been announced by the Department of Public Instruction.

During his secondary school career in Fredonia, Pennsylvania, Mr. Dye pursued the vocational program, graduating in 1926. Upon completion of his secondary school work he was admitted to the Pennsylvania State College where he continued his studies in the field of vocational agriculture and earned the Bachelor of Science degree in 1930. During the following five years, Mr. Dye attended the Graduate School at Pennsylvania State College and the University of Pittsburgh. The latter institution granted him the Master of Science degree in Vocational Agriculture in 1936.

Mr. Dye has seven years of practical experience in the field of vocational agriculture. For five years he was teacher and supervisor of agriculture in the Findley Township vocational high school at Imperial, Pennsylvania. During the past two years he has occupied a similar position in the Stony Creek secondary school at Shanksville, Pennsylvania.

STEWART C. HULSLANDER

Vocational Educational Adviser of Wyoming County

The new vocational education adviser for Wyoming County is Stewart C. Hulslander of Tunkhannock, Pennsylvania. Born in Tioga County, Mr. Hulslander attended the elementary school in Sullivan Township from 1914 to 1922. During the four years following he studied agriculture in the Troy Secondary School in Bradford County, receiving his graduation diploma in 1926. From 1926 to 1930 he attended Pennsylvania State College where he completed the work for the Bachelor of Science degree in the agriculture department. Mr. Hulslander has completed graduate work at Pennsylvania State College working toward the Master of Science degree in his chosen field.

His professional experience comprises two years as instructor in vocational agriculture in the Honeybrook Vocational School in Chester County; three years in a similar position in the Benton Township Vocational School in Lackawanna County; and two years as teacher in the department of vocational agriculture in Tunkhannock Borough.

ELI C. WIGGINS

Vocational Agricultural Adviser for Lawrence County

Eli C. Wiggins, of Mahoningtown, has been appointed vocational agricultural adviser for the schools of Lawrence County. Born in Wellsburg, West Virginia, Mr. Wiggins attended the elementary and secondary schools of that city, graduating from the latter in 1918. In 1926, after completing three and one-half years of work in Bethany College, West Virginia, he received the Bachelor of Science Degree in the field of agriculture. Since 1929 he has been in regular attendance at the summer sessions of Pennsylvania State College, which two years ago granted him the Master of Science degree in his chosen field.

The varied professional experiences of Mr. Wiggins well qualify him for his new work. He served for two terms as teacher of social studies in New Wilmington. Another year he was principal and instructor in science of the Farmington Township secondary schools. Since 1929, his work has been largely in the field of vocational agriculture. For seven years he held such a position in the Hickory secondary school; and at the time of his recent appointment as Vocational Agriculture Supervisor of Lawrence County, he was teaching agriculture in North Beaver Township.

ARBOR AND BIRD DAYS

APRIL 15—SOUTHERN PENNSYLVANIA
APRIL 29—NORTHERN PENNSYLVANIA

Administration and Finance

DONALD P. DAVIS, M.A., Ph.D.
Director Bureau of Administration
and Finance



The Merging of School Districts in Pennsylvania Under Act 157

An Outline of Procedure for a Typical Meeting of a New County Board of School Directors

The central theme of a recent meeting of the staff of the Department of Public Instruction was an explanation of Act 157 of the General Assembly dealing with the reorganization of school districts in Pennsylvania.

The How and Why of Act 157

Doctor Ade, to open the way for the programs, commented briefly on the How and Why of Act 157. He referred to the days when there was a school board for almost every school and a director for every teacher. The influence of this system is still in evidence in Pennsylvania's present 2,582 districts. For many years there has been a persistent drive to reorganize these numerous small units into larger areas of administration. The efforts, while they may have tended to develop an increasing interest in the project, heretofore have met with failure so far as definite legislative enactments were concerned.

In 1937 the General Assembly acted upon a Bill on the reorganization of school districts which had been drafted and promoted cooperatively by the Department of Public Instruction and other groups interested in public education. Act 157 was the result of this cooperative effort. While the present Act may not go as far as many folks desired in the reorganization of school districts, it is a distinct forward step; and doubtless, further steps in this same direction will be taken in succeeding sessions of the General Assembly.

How Act 157 is Being Put Into Operation

Doctor Ackley, Deputy Superintendent of Public Instruction, explained that the basic idea in formulating this Act was to use as far as possible the present organization machinery of the schools and supplement it with such new provisions as were required to effect a reorganization of school districts. Thus the Executive Committee, as it previously existed, forms the basis for the county board of school directors under the new Act. The county superintendent, who formerly was the nominal leader in county educational affairs, becomes the chief executive officer of the new county board. He, in this capacity, prepares the agenda for the board and gives guidance to their deliberations.

In our conception of merging under Act 157 we should make the distinction between merging and consolidating. Merging implies the joining together of school districts in such a way that district lines are bridged

in the interest of the common program of education. Consolidating schools, on the other hand, signifies the joining together of attendance areas within a given district in the interest of better educational opportunities.

A Typical Meeting of the New County Board

The procedure of a typical meeting of a county association of school directors in which the county board would be chosen and a dramatization of the way it would probably conduct its first meeting under the new plan was then presented. In filling new offices, there are five characteristics that must be recognized: Eligibility, selection, qualifying for office, term, and compensation. The first meeting of the County Board of School Directors should cover these characteristics and such other provisions of the Act as may arise during the meeting.

The following is an abstract of the discussion as it might develop among the members of the county association.

Question:
What other states have merging programs similar to Pennsylvania's?

Answer:
These merging programs in other states usually developed where the existing system or organization broke down. This was largely the case in West Virginia, North Carolina, and Arkansas. States which have developed, or are developing a successful program of merging, are Pennsylvania, New York and New Jersey. Other states' merging programs, while not identical with Pennsylvania's, have many features in common.

Question:
What literature on the reorganization of school districts is available for county boards?

Answer:
A considerable number of pamphlets have been issued recently dealing with this program. The United States Office of Education has several, the Report of the Educational Costs Survey in Pennsylvania is another. The report of the Pennsylvania Study of School Units which was completed only last June is now available, and the findings of similar studies in nine other states are likewise being published at present.

Question:
Are there definite standards for the guidance of new county boards in reorganizing the districts which would suggest the number of teachers, number of pupils, size of school plant, and other essential features that are most desirable in developing larger units of school administration in the counties?

Answer:
Yes. The State Council of Education, with the assistance of members of the staff of the Department, has prepared a substantial mimeographed outline of guiding principles for use of county boards in carrying into operation Act 157. This document, which was checked

by practical schoolmen before being issued clears the way for the reorganization of school districts.

Question:
What specific suggestions for the development of new buildings are included in pamphlet on guiding principles?

Answer:
The pamphlet does not set up specific standards on this question, but recommends the general policy of making better use of present buildings and make new ones in accordance with needs beyond those accommodated by the improvement of buildings already standing.

Question:
What has the county board to do with budgets of local districts?

Answer:
The county board is in a position to make helpful suggestions on the preparation of budgets in the local districts. This kind of assistance is needed in many of the local districts, where the board is composed of members, none of whom have had appreciable experiences in this work.

Question:
Can the county board assist local boards in developing more adequate accounting systems?

Answer:
It is the duty of the county board to develop a more or less uniform accounting system for use of local boards. Such an accounting system will be one assurance of better budget making in the local districts.

Question:
What machinery can be developed by the county board for the collection of delinquent taxes?

Answer:
The county board can make constructive suggestions on methods of collecting taxes. At present many men who occupy the office of tax collector are merely "receivers" of taxes and assume little responsibility for actually "collecting" the taxes. The county board may give encouragement to officials of this kind.

Question:
Suppose the districts collect all taxes that are available and still have insufficient money to operate their schools effectively, can the money so collected be used to a better advantage by a reorganization of school districts?

Answer:
Several excellent studies indicate that up to a certain point costs of education decrease as the size of the administrative unit increases. It is, therefore, evident that the reorganization of school districts may solve some of the financial problems of districts.

Question:
Where school districts merge, how are their respective assets and liabilities apportioned within the newly-created districts?

Answer:
The apportionment of assets and liabilities of merging school districts is made through the courts. Where two or more districts merge among themselves, the simplest disposition of assets and liabilities is to pool them. However, where in the merging process a particular district is divided so that a part of it is merged with another administrative unit, it seems reasonable that the school buildings should become the property of the new district in which they will be used. By the same token, any liability relating to the old buildings would become the liability of the new district which accepts or uses the building. An equitable adjustment should be made as to the amount, if any, that shall be paid by one district to another.

Question:
What plans have been made for the merging of no-teacher districts prior to July 1, 1938, as mandated in Act 157?

(Continued on Page 22, Column 3)

ADMINISTRATION AND FINANCE—Continued

Joint Educational Costs Survey Commission

Recommendations of Body Touch on Many Vital School Problems

The Joint Educational Costs Survey Commission created by House Resolution 36, Act 420 of the 1935 Session of the General Assembly, has completed its final report. Practically every phase of public education service is comprehended in the document which has been prepared for the consideration of the General Assembly, as that body may see fit to use it.

While several of the recommendations have been fulfilled by the Act of the 1937 Session, there are others which purport aspects of school law not yet acted upon in the Legislature.

The following proposals of the Committee indicate the scope and tenor of the Report:

1. Twelve years of education should be guaranteed to every boy and girl of normal ability.
2. Range, content and quality of the first six years of school should be equalized throughout the State.
3. Core curricula in individual districts should be varied to satisfy the needs of the community and ability of different pupils.
4. State Council or Board of Education should be changed to a full-time, adequately financed planning agency.
5. State Council or Board should prepare a minimum foundation program of elementary and secondary education, and permit no district to fall below it.
6. State Council or Board should study selected counties to find where standards are below the minimum foundation level.
7. Upon finding standards below minimum standards, State Council should effect a reorganization plan to make efficient administrative and attendance units.
8. State Council or Board should study unit costs not only for foundation program, but also with reference to other activities which could properly be offered in the most aggressive districts.
9. When costs are determined the State Council should study the relative ability of districts to finance an adequate educational program through real estate taxation. The alternative should be the creation by the General Assembly of a State Commission with the responsibility of equalizing valuations.
10. After studying the minimum foundation program, unit costs, and local ability to pay, the State Council should effect new district reorganization.
11. State Council should inform new districts of two options:
 - a. Formula for foundation program: State contribute (40 per cent of cost per pupil). If cost per pupil is \$40, State would contribute \$16.
Uniform levy of five mills if districts through this five mill tax do not produce \$24 per pupil, State gives the difference.
 - b. State assume total cost of foundation program over and above amount raised by uniform millage on true valuation. Use five mills instead of six if districts consolidate.
Millage should be kept low so that districts will be encouraged to go beyond foundation program.
12. The General Assembly should proceed immediately, through proper committees, to consult with State Council or Board and Department of Public Instruction with the idea of obtaining estimates of school costs in order that—
 - a. The State Council may function under present law.
 - b. May be able to proceed in accordance with these new recommendations.
13. Immediate steps for equalization of educational opportunities:
 - a. Reimburse third and fourth class school districts for transportation of pupils of school age beyond two miles.
 - b. Boards of school directors reassign children living beyond two miles from schools to another district—including secondary schools.
 - c. Children of school age, who have completed the elementary course and who reside three or four miles from nearest secondary school in their own district should attend a more convenient school, with tuition paid.
 - d. Allow free transportation to secondary school with the same reimbursement from the Commonwealth as for other transportation.
14. Physical examinations should be given annually for employes of schools and institutions under Department of Public Instruction.
15. State Council or Board should make such regulations as are necessary to insure proper standards through the twelve grades.
16. Secondary schools should be classified on the basis of 180-day term, grades they serve, employment of proper number of qualified teachers conformance to Department regulations.
17. State Council of Education should approve new secondary schools and additions of a year of work to existing program.
18. State Council or Board should determine minimum secondary enrolment for independent school.
19. Fourth class districts not having a sufficient number of secondary pupils should be free to arrange with neighboring districts for the education of their secondary school pupils and should be reimbursed for tuition by arrangement of State Council.
20. The full cost of transportation for pupils of one-teacher and two-teacher schools should be borne by Commonwealth.
21. On petition of parents, board and lodging should be paid in lieu of transportation for pupils in fourth class districts.
22. To encourage merging, full transportation costs should be paid by Commonwealth up to standard minimum.
23. Beginning 1938-39, the State Council should be authorized to withhold appropriation of any school district, approved by the State Council, which does not maintain the program.
24. The Board of School Directors should employ a sufficient number of teachers to give instruction in courses approved by State Council for which there should be an application of fifteen or more pupils in the grades in which the course properly belongs.
25. Teachers should be certified in the course they teach.
26. If a district has no secondary school, the home district should be liable for tuition of pupil to the most convenient secondary school.
27. If attendance is below twenty to a one-teacher school and twenty-five to a two-teacher or more school, the approval of the State Council should be necessary if the Commonwealth is to pay any of teacher's salary.
28. Commonwealth should pay same percentage of minimum salary for part-time teachers in extension schools as for full-time teachers.
29. Approved secondary school program should be made available to every boy and girl in the Commonwealth.
30. State Council should prepare standards for pupil transportation to be used in all contracts under public expense.
31. Pupils should not be required to walk more than one and one-half miles by public highway to meet the school bus.
32. Teachers salaries should be based on function not on district classification.
33. Minimum salaries should be uniform in elementary schools—local communities should make provisions for living conditions.
34. Annual increments should be the same for elementary grades without reference to district classification.
35. Teachers' salaries should be placed on a parity with salaries of judicial, executive or legislative officials. When the Commonwealth is delinquent, funds available should be distributed equitably.
36. Teachers should be protected against political coercion or "blanket dismissals" through a desire of authorities to create teaching positions for persons in whom they are personally interested.
37. The State Council or Board should administer tenure, since the Council may best serve the interests of both teachers and school boards.
38. The Superintendent of Public Instruction should be authorized to grant provisional college certificates to graduates of colleges and universities approved by State Council or Board, which licenses the holder to teach for three annual school terms.
39. The Superintendent should be authorized to renew certificates when State Council or Board prescribes. Such renewal should entitle holder to teach five annual school terms.

(Continued on Page 9, Column 3)

ADMINISTRATION AND FINANCE—Concluded

Biennial Increase in Secondary School Enrolment

DR. CARL D. MORNEWECK
Chief, Division of Child Accounting & Research

The biennial increases in secondary school enrolments in America from 1920 to 1938 (estimated) in the following table show the slowing up of the increase during the period of prosperity, the sudden acceleration of the increase as the depression closed the doors of industry to the secondary school groups, and the gradual slowing up again as higher proportions of the persons of secondary school age are enrolled in the secondary school.

School year ending in June	Enrolment in public secondary school (last 4 years)	Increase from pre- vious date	
		Number	Per cent
1920	2,200,389
1922	2,873,009	672,620	20.57
1924	3,389,878	516,869	17.99
1926	3,757,466	376,588	10.84
1928	3,911,279	153,813	4.09
1930	4,399,422	488,143	12.48
1932	5,140,021	740,599	16.83
1934	5,669,156	528,135	10.29
1936	5,974,537	305,381	5.39
1938	6,135,252	160,715	2.69

43 SITES APPROVED FOR CONSOLIDATED SCHOOLS IN 1937

RAYMOND W. ROBINSON

Chief, Division of Consolidation and
Transportation

Sites approved for new consolidated schools during 1937 total forty-three. Following is a summary by counties of these new approved locations:

Allegheny County	Franklin County
Jefferson Township	Warren Township
(2 sites)	Lawrence County
Lincoln Township	Perry Township
Armstrong County	Luzerne County
Kiskiminetas Town-	Wright Township
ship	Lehman Township
Beaver County	Pittston Township
Hopewell Township	(2 sites)
(2 sites)	Montgomery County
Berks County	Upper Providence
Exeter Township	Township
Bucks County	Skippack Township
Solebury Township	Monroe County
Cambria County	Middle Smithfield
Cresson Township	Township
Centre County	Jackson Township
Harris Township	Perry County
Haines Township	Blain Borough
Chester County	Pike County
E. Whitefield	Dingman Township
Township	Somerset County
Clearfield County	Conemaugh Town-
Graham Township	ship (2 sites)
(3 sites)	Tioga County
Clinton County	Morris Township
Lamar Township	Washington County
Crawford County	Chartiers Township
Vernon Township	(3 sites)
Cumberland County	Westmoreland
S. Middleton Town-	County
ship	S. Huntingdon
Dauphin County	Township
Swatara Township	Allegheny Town-
Fayette County	ship
Redstone Township	York County
Luzerne Township	Spring Garden
	Township
	West Manchester
	Township

HOW MANY IN PENNSYLVANIA'S SCHOOLS?

The United States Office of Education has announced preliminary statistics of the public school systems for 1935-36. Statistics are as follows:

Continental United States	
Enrolment in elementary schools	20,392,561
Enrolment in secondary schools	5,974,537
Total enrolment	26,367,098
Average daily attendance....	22,298,767
Average number of days schools were in session....	173.0
Average number of days attended by each pupil enrolled	146.3
Average value of school property per pupil enrolled....	\$255
Number of teaching positions, supervisors and principals.	893,347
Total salaries of teachers, supervisors, and principals.	\$1,146,460,400
Average salaries of teachers, supervisors and principals.	\$1,283
Total current expense less interest	\$1,656,798,938
Current expense per pupil in average daily attendance..	\$74.30
Capital outlay	\$171,321,674
Pennsylvania	
Enrolment in elementary schools	1,520,420
Enrolment in secondary schools	485,677
Total enrolment	2,006,097
Average daily attendance...	1,749,645
Average number of days schools were in session....	181.3
Average number of days attended by each pupil enrolled	158.2
Average value of school property per pupil enrolled....	\$291
Number of teaching positions, supervisors and principals	61,855
Total salaries of teachers, supervisors and principals	\$95,803,860
Average salaries of teachers, supervisors and principals	\$1,549
Total current expense less interest	\$139,438,046
Current expense per pupil in average daily attendance..	\$79.70
Capital outlay	\$9,833,026

—P.S.E.A. Education Bulletin

ATTENDANCE RECORD IN NORTHUMBERLAND AND TIOGA COUNTIES

Since the inception of the Attendance Report System adopted in 1920, Northumberland County has made a perfect record in making periodic reports to the Department of Public Instruction.

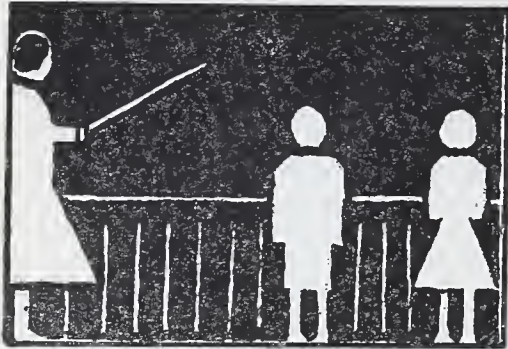
This county was inadvertently omitted from the list of counties having perfect records in the February issue of Public Education. In the counties that had submitted their reports on time during the whole year for last school term, Northumberland County should also have been included. This county was not included at the time on account of schools that were closed and the record had not been brought up to date.

Tioga County was also mistakenly omitted from the February list. The addition of these two counties brings the Honor Roll up to twenty-five counties.

JOINT EDUCATIONAL COSTS SURVEY COMMISSION

(Continued from page 8, column 3)

40. The State Superintendent of Public Instruction should be authorized to issue permanent certificate on evidence of a fulfillment of the requirements of the State Council or Board.
41. If a teacher is out of service for five years or more, she or he should be required to demonstrate competency in accordance with requirements of State Council, before a valid certificate is issued.
42. To hold a State Standard Limited Certificate the applicant should have completed four years secondary school, and three years of professional preparation.
43. The State Council and Department of Public Instruction should cooperate in a Tax Study to discover how tax burdens are shifted in devious ways.
44. Pending the tax study and action, the following should be used as state-aid basis:
 - \$45 per pupil cost—elementary
 - \$75 per pupil cost—secondary
45. Vote should be held on consolidation of areas affected by the reorganization plan.
46. If consolidation is not established in two years, the State Council should present to the General Assembly plan for comprehensive district reorganization.
47. The General Assembly or State Council should study how to coordinate universities, colleges, teacher colleges, and elementary and secondary schools into a more integrated State system of education.
48. The following question should be studied:
 - Should elementary teachers be educated in State Teachers Colleges?
 - Should secondary teachers be educated by liberal arts colleges and universities?
49. A study should be made as to how some of our State Teachers Colleges might be converted into Junior Colleges.



INSTRUCTION

PAUL L. CRESSMAN, B.S., Ed.D.
Director Bureau of Instruction

Growth in Physical Education and Fine Arts In Pennsylvania Schools

DR. PAUL L. CRESSMAN
Director, Bureau of Instruction

The fine arts and physical education made their debuts into the curriculums of Pennsylvania secondary schools at a later date than did most of the activities importantly represented in the five major academic fields. In the earlier days much of the material comprehended in fine arts and physical education was not admitted to the inner circle where moved the better established courses of the curriculum. Even today in some quarters the feeling is entertained that equal status should not be accorded these newcomers.

Two Typical Years Compared

The 1934 data included in the accompanying table were secured from 992 secondary schools with a total enrolment of 370,661 pupils in the last four grades of these school systems. The data for 1934 are comparable with those for 1928 when 864 schools with a total enrolment of 214,308 pupils reported. The elemental fact revealed by these figures is that the fine arts have from 1928 to 1934 merely been holding their own in the school curriculum.

Total	—1928—		—1934—	
	Schools	Pupils	Schools	Pupils
Drawing and Art.....	285	42,101	476	78,825
Vocal Music	379	61,350	708	127,737
Instrumental Music	200	9,563	389	13,357
Physical Education	63	47,727	745	200,569

Half of Schools Offer Physical Education

By 1928, in the United States at large, the percentage education of schools reported having physical education and of pupils enrolled was 7.01 and 15.03, respectively. In 1934 more than half of the schools reporting were offering physical education and more than half of the total number of pupils enrolled were registered in physical education classes. It appears that areas most highly industrialized have been the most eager to introduce the subject while agricultural areas have not so keenly felt the need of it.

Survey in Pennsylvania

The survey of instruction in physical education in Pennsylvania reveals a remarkable growth from 1928 to 1934. Great progress appears to be taking place in physical education. In this field the number of schools offering courses rose from 63 in 1928 to 745 in 1934; while the enrolment jumped from 47,727 to over 200,569.

The following table shows the figures relating to schools offering fine arts and physical education in Pennsylvania for 1928 and 1934:

Commencement Suggestions for 1938 in Books

Author	Title	Publisher	Date
Baker	Dramatic Bibliography	Wilson	1933
Baker	Dramatic Technique	Houghton	1919
Baker	The Art of Producing Pageants.....	Baker	1925
Bates	Pageants and Pageantry.....	Ginn	1912
Hazeltine	Anniversaries and Holidays.....	A. L. A.....	1928
Hamilton	So You're Writing a Play.....	Little	1935
Linnell	The School Festival.....	Scribner	1931
Malevinsky	The Science of Playwriting.....	Brentano	1925
Matthews	Principles of Playmaking.....	Scribner	1925
Russell	How to Produce Plays and Pageants....	Doran	1923
Sanford	Pageants of Our Nation.....	Dodd	1929
Swan	How You Can Write Plays.....	French	1927
Taft	The Technique of Pageantry.....	Barnes	1921
Withington	A Manual of Pageantry.....	Bloomington	1914

A CURRICULUM CONSTRUCTION CENTER

DR. CECILIA U. STUART
Chief, Division of Elementary Education

In cooperation with a state-wide enterprise planned by the Elementary Education Division, Department of Public Instruction, to develop curriculum materials in the field, a curriculum construction committee has been organized at the State Teachers College, California, Pennsylvania. Its membership includes: O. R. Bontrager, Chairman, Assistant Director of Student Teaching; Alpha Graham, Third Grade Teacher, The Laboratory School; Emma Sacco, Acting Dean of Instruction; Bess Hazen, Instructor, Art Education; Lethal Kiesling, Instructor, Elementary Education.

Purposes of Committee

The purpose of this committee is to improve and influence beneficially the curriculum of the elementary schools of its own area and to share whatever experiences may seem of most worth with the rest of the State insofar as it is able to do so. The committee has tentatively agreed that the scope of its work shall include the following:

- To assume responsibility for developing and supervising certain centers* in the public schools of the State Teachers College area so that these centers may approach an example of the best possible practice in all-round curriculum building for schools of that area.
- To develop an interest on the part of other schools belonging in the area of each center and to discuss and interpret with them the curriculum of the center under observation; to encourage and help other schools to apply some of the ideas gained through the guided observation and discussion.
- To encourage and guide teachers in the keeping of accurate and complete records of what is happening in these centers so far as child development is concerned; to send in to the Elementary Division, Department of Public Instruction, a well written record of any development which might be shared beneficially with other elementary educators of the State. Also, to invite members of the Department to observe these centers and to meet with these members from time to time as the need for discussion with them arises.

It is hoped by the State Department that other units responsible for curriculum building and for the sharing of curriculum materials may be organized throughout the State.

*Center here means any classroom or part of a school system working cooperatively on curriculum development with the Committee.

INSTRUCTION—Continued

CO-EDUCATIONAL
ACTIVITIESWholesome Social Relations Developed
Through Joint Participation in Projects

DR. FRANK P. MAGUIRE

*Chief, Division of Health and Physical
Education*

It is common practice that, beginning with adolescence, the boys' and girls' programs of physical education are carried on separately and consist of activities appropriate to each sex. There is also a sociobiological principle that maintains that the normal adolescent is naturally interested in the other sex. In some areas the physical education program has attempted to ignore this latter phenomenon. The resultant artificial situation has not aided in the solution of the problem of establishing healthful attitudes and relationships between boys and girls.

Trend Toward Joint Participation

It is not surprising, therefore, that the trend is toward occasional joint meetings of boys' and girls' physical education classes. During these periods such activities as the following are suggested: social dancing, volley ball, "soft" ball, folk dancing, clog and tap dancing, deck tennis, badminton, tennis, golf, or clock-golf.

Co-Educational Classes

The organization of co-educational physical education classes is of concern to some teachers. Local conditions and circumstances govern such matters as the boys playing against the girls in games such as volley ball, and the keeping of the two groups homogeneous in such an activity as tap and clog dancing, or, the mixing of the two groups.

Traits and Attitudes Carry-Over Into Life

It is recommended that an activity such as social dancing be carried on in its natural setting with mixed partners. This situation, paralleling so closely that which is met in after school hours and years, offers a wealth of teaching material for the proper development of right attitude toward habits and practices in such an activity.

AUDIOMETERS TO BE USED IN
SCHOOLS

A State Advisory Committee of five members has been selected to develop plans for the use of the audiometer in testing the hearing of children in the schools of Pennsylvania. In keeping with the recent legislation on the use of the audiometer, the Department of Public Instruction is giving demonstrations at key points throughout the State in order to acquaint the school administrators with its operation and the need for use of this instrument.

ART TEACHERS IN PENNSYLVANIA
TRIPLE IN FIFTEEN
YEARSProgram Contributes to Enrichment of
School, Home, and Community Living

DR. C. VALENTINE KIRBY

Chief, Division of Art Education

Impressive evidence of progress in Art Education in the schools of the Commonwealth is indicated by the continuous increase of certified art teachers and supervisors in service. In 1922 there were less than 400; in 1927 there were a few over 600 and in the present school year, the Department of Public Instruction has compiled a list disclosing the employment of 1,100.

Small Districts Join in Securing
Art Services

Of special note is the employment of professionally prepared art supervisors in fourth class districts, combining and dividing the costs. With the reimbursement of salary provided by the State, the cost to each district is relatively small. The supervisors of art have been instrumental in promoting purposeful activity programs that have vitalized various subjects in the school as well as stimulating creative expression with various tools and materials. Interesting also is the increase of young men who have entered the field of art education in recent years.

Joint Health Conference

DR. FRANK P. MAGUIRE

Chief, Division of Health Education

In the interest of providing the best possible all-around health service to the children, youth, and adults of Pennsylvania, various agencies organized for the promotion of mental and physical health met in the Education Building recently to discuss and compare their various programs. Through this cooperative meeting each organization was able to learn more specifically what each of the other organizations is doing in this vital field of work.

Among the agencies represented at the Conference were the American Red Cross, Pennsylvania Tuberculosis Society, State Department of Health, and the State Department of Public Instruction.

Practical Issues Considered

Dr. Lester K. Ade, Superintendent of Public Instruction, opened the meeting with an expression of the purpose and spirit of this cooperative effort. Among the topics presented by representatives of the various groups were the following: The Program of the American Red Cross, Maternal and Child Welfare, the Care and Treatment of Crippled Children, Pneumonia Control, the Program of the Pennsylvania Tuberculosis Society, Audiometric Testing, and Physical Education for Children and Youth.

MATERIALS OF INSTRUCTION

Some Curricula in Current Use in States and Districts

ALAN O. DECH

Adviser on Curriculum Construction

In previous numbers of the Pennsylvania Public Education Bulletin, the following lists of representative curricula have been presented; A. General; B. Agriculture; C. Art; D. Commercial Activities; E. English; F. Guidance; G. Health and Physical Education; H. Home Economics; I. Industrial Art; J. Kindergarten-Primary; K. Languages; L. Library; M. Arithmetic and Mathematics; and N. Music.

The following curricula in the field of Science are representative of many now being offered in various cities and states of America:

O.SCIENCE

Place	Title	Grade	Date
Connecticut State	Course of Study in Nature Study..... A Manual of Suggestions	1- 6	1932
Council Bluffs, Ia.....	Elementary Science	4- 6	1936
Fort Worth, Texas.....	A Tentative Course of Study.....	K- 6	1934
Galion, Ohio	Course of Study for Elementary Science..	1- 6	1933-34
Houston, Texas	Science Units for High Sixth Grade.....	6	
Indianapolis, Ind.	Course of Study in General Science.....	7- 9	1935
Los Angeles, Calif.....	Study Outline for Eighth Year Science...	8	1935
Milwaukee, Wis.	Science Units	5	1934
New Rochelle, N. Y.....	Course in Elementary Science.....	1- 6	1935
New York State.....	Tentative Syllabus in General Biology...	9-12	1931
Pasadena, Calif.	Course of Study for Biology.....	10	1936
Pasadena, Calif.	Course of Study for Chemistry.....	10-12	1936
Pasadena, Calif.	Course of Study for Physics	10-12	1936
Pennsylvania State	Course of Study in Science.....	7- 9	1933
Pennsylvania State	Biology	9-12	1936
Rochester, N. Y.....	Tentative Course of Study in Chemistry..	9-12	1930
Texas State	The Teaching of Science.....	9-12	1931

INSTRUCTION—Concluded

NEW OPPORTUNITIES FOR FUTURE FARMERS IN PENNSYLVANIA

H. C. FETTEROLF

Chief, Division of Agricultural Education

With the creation of the State Farm Security Advisory Committee for Pennsylvania, the youth of Pennsylvania who contemplate careers are given new encouragement and enthusiasm. Under the program administered by this Committee, young men who complete the vocational agricultural course in the public schools are eligible to receive financial assistance in purchasing farms on which to live and work.

Begin With Four Counties

During the current year \$118,000 has been made available for this purpose. While the expenditure of this amount is limited to Franklin, Washington, Crawford, and Tioga counties, succeeding years will bring greater amounts for distribution to other counties of the Commonwealth. According to the announced schedule the amount is doubled each year for the next three years.

Incentive For Farming Careers

In Pennsylvania there are approximately 12,500 farm boys studying agriculture in the public secondary schools at the present time. The advantages accruing from these Federal moneys should not only encourage more boys to enrol in the vocational agriculture departments of our schools but should go far toward making successful and profitable careers for those who are about to enter farming from these schools.

See Need For Special Classes

The Department of Public Instruction is at present receiving numerous requests from school superintendents for assistance in organizing special classes and in providing additional psychological services for the selection of pupils.

Superintendents are also directing their attention to the increasing need for providing a practical program for pupils over sixteen years of age who will be required to return to school because of the new attendance law. Many of these pupils will be capable of doing work given in the regular class, but some will need to be enrolled in special classes. Superintendents feel that the educational program will have to be made more practical and functional in the lives of the pupils.

"INDIANA ON THE AIR"

A series of weekly broadcasts by students and faculty of the State Teachers College, Indiana, Pennsylvania, has been scheduled for Mondays at 10:45 A.M., over Station WHJB, Greensburg.

BOYS COMPETE AT WOODCHOPPING

New Project Initiated at State Farm Show This Year

V. A. MARTIN

Adviser, Division of Agricultural Education

Six hale and hearty boys from different parts of the Keystone State energetically swung their new and shining axes in a wood-chopping contest sponsored by the 1938 State Farm Show. Eagerly watched by the United States Champion woodchopper, Peter McLaren, who wades through a fourteen-inch log in three minutes, the six boys made chips fly in every direction in an effort to win the coveted first prize of \$25.00.

The contest consisted of cutting through an eight-inch log, each contestant being at liberty to use his own technique and stroke. The logs were of oak. The National Champion gave them an added inducement by offering a prize of \$50.00 to the boy who could match his record in one and one-half record time.

Every contestant was a winner, for the axes used were presented by the manufacturers as gifts to the six boys who competed. Following are their names:

Contestant	School	Town
Reld Hawley.....	Waterford.....	Waterford
Charles Long.....	Morrison Cove.....	Martinsburg
Lorren Fay.....	Charleston Township.....	Wellsboro
David Cove.....	Trinity.....	Washington
Clarence Skovira.....	Hurst.....	Mt. Pleasant
Leon Michael.....	Muncy.....	Muncy

What Do Educational Organizations Do For The Teacher?

They furnish opportunities for growth through participation in the work of the profession.

They encourage and develop leadership.

They are a clearing house for ideas and ideals.

They are an instrument for cooperating with other professions and organized groups.

They help to form the ideals of the profession.

They are the voice of those in service.

They conduct research and broadcast its findings.

They interpret education to the public.

Their journals, yearbooks and other publications tell a continuing story of the purposes, achievements and needs of education.

They sponsor wise laws for the welfare of teachers and the betterment of our school systems. They oppose legislation which would weaken and destroy the American public school.

They work for the youth of the nation and the general culture of the people.

Major Issues in the Reading Program of the Secondary School

ALAN O. DECH

Adviser, Curriculum Construction

Those interested in studying the program in English may find the following major issues suggestive for group conferences, research studies, and analyses. Most of the questions listed here were discussed by the English section at the recent convention of the Pennsylvania Educational Association.

1. What are the major objectives of the reading program?
2. Should there be a core of reading material read intensively by the entire class?
3. To what extent should differences in reading ability be a determining factor in the selection of the reading material?
4. How shall the reading program of a pupil be evaluated?
5. Are the college requirements to be considered a factor in the selection of reading materials?
6. What about report marks?
7. What is the function of the teacher in the reading program?
8. How can extensive reading programs be initiated?
9. What type of reading program will most nearly meet the varying interests and abilities of the pupils in a class?
10. What types of pupil activity will best promote desirable growth in the direction of the objectives of the reading program?

To Prepare Teachers for Parent Education

Recent legislation has given permission to schools to organize programs of parent education. The Division of Extension Education has been cooperating with the State Council on Parental Education in the development of requirements for the temporary certification of parent education teachers, in the renewal of certificates, and permanent certification. It is expected that during the next few years the field of parental education will grow into an important phase of the State education program.

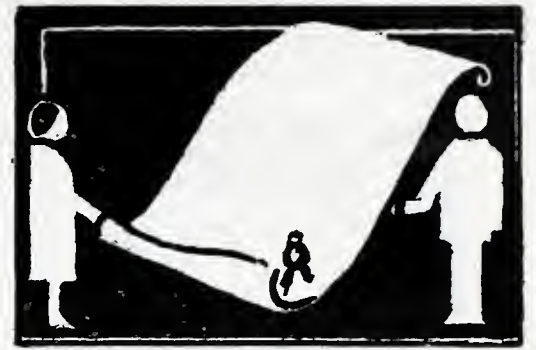
Business Education Digest

The largest independent organization of commercial teachers in the United States is, The National Commercial Teachers Federation. Among the constructive services to education, of this Federation, is the publication five times a year of Business Education Digest.

Information regarding this publication or the activities of the Federation may be secured by addressing Mr. R. G. Walters of Grove City College, Grove City, Pa.

PROFESSIONAL LICENSING

JAMES A. NEWPHER, M.A., Ph.D., LL.D.
Director Bureau of Professional Licensing



The Profession of Engineering

Widespread Social Services Rendered by Scientific Guild

HISTORY

Man's first effort must have been to provide a shelter and to provide some form of clearing the path and later a means of locomotion over that path. Certainly we know that the early Egyptians had engineers for their various construction work, specimens of which remain today. The early Mayan civilization in what is now Yucatan shows most clearly its engineering influence on their civilization. The term "engineer" itself has been in the English language since the early XIV Century, and at that time meant "one who designs and constructs military works for a type of defense." A century later the meaning was extended to include "one who designs, contrives or invents."

"Engineer" Antedates "Engine"

Pronunciation can only be assumed from the spelling, but from about 1790 the present pronunciation of engineer has been common in England and America. It can be seen, therefore, that the professional engineer in the sense of the designer or constructor, antedates by some centuries the invention of the steam engine. It is somewhat confusing therefore for operators of engines to be called engineers.

No doubt the first engineers were Military Engineers, in the sense of road builders and fortification constructors, and the word Civil Engineer, as used today, has come into use to differentiate the newer type of projects undertaken by engineers.

Four Founder Societies

There are today in America four great engineering societies, commonly spoken of as the founder societies, the eldest of these being the American Society of Civil Engineers, founded in 1852. Offshoots from this society are the other three founder societies, namely, the American Society of Mechanical Engineers, the American Institute of Electrical Engineers, and the American Institute of Mining and Metallurgical Engineers.

Four Major Branches

There are many other engineering organizations but the leadership of the profession has always resided in the four founder societies. The original Professional Engineer and Land Surveyor Act in Pennsylvania provided that one member should be selected from each of the four founder so-

cieties, and that not more than two members could be chosen from any one of these groups. Briefly, the four main branches of engineering may be defined as follows:

Civil Engineering: This is the most extensive, and embraces the arts of surveying, bridge, railroad, harbor, and canal building.

Mechanical Engineering: This embraces the design, construction and operation of machinery, the design of manufacturing plants, and the more important branches of industrial production.

Electrical Engineering: This branch is closely allied with mechanical engineering and includes the application of electricity from other original sources of energy.

Mining Engineering: This branch is a combination of the three preceding branches as applied to the discovery and operation of mines, the building of mineral working plants, and the treatment of ores.

For many years, in fact in the State of Pennsylvania until the year 1921, no protection was given the engineering profession by law, and even today the legal protection given to the profession of engineering is inadequate.

Development

Much could be written of the development of the professional engineering. While man could live and exist without engineering, his living would be far from pleasant or comfortable. This profession has developed fire, with its attendant power and heat, transportation by land and sea, telephone, telegraph and wireless, houses, factories, and practically all our creature comforts.

Engineering Service Today

The profession of engineering has much to do with the well-being of mankind today. It designs, builds and operates the world as we know it. The group comprising the engineers render public service and are gradually receiving public recognition. They are the go-between for capital and labor. They attempt to persuade capital to invest so that labor may work. By the constant improvement of their machinery and methods, they have placed within reach of the low wage-earner in America, luxuries that no people in the history of the world heretofore have enjoyed. By means of the great engineering societies and of State Registration Boards constant effort is being made

to continually raise the standards of the profession to protect lives, health and property everywhere.

Code of Ethics

Herewith is the Code of Ethics of the American Society of Civil Engineers:

It shall be considered unprofessional and inconsistent with honorable and dignified bearing for any member of the American Society of Civil Engineers:

1. To act for his client in professional matters otherwise than as a faithful agent or trustee, or to accept any remuneration other than his stated charges for services rendered his clients.
2. To attempt to injure falsely or maliciously, directly or indirectly, the professional reputation, prospects, or business of another Engineer.
3. To attempt to supplant another Engineer after definite steps have been taken toward his employment.
4. To compete with another Engineer for employment on the basis of professional charges, by reducing his usual charges and in this manner attempting to underbid after being informed of the charges named by another.
5. To review the work of another Engineer for the same client, except with the knowledge or consent of such Engineer, or unless the connection of such Engineer with the work has been terminated.
6. To advertise in self-laudatory language, or in any other manner derogatory to the dignity of the Profession.
7. To use the advantages of a salaried position to compete unfairly with other Engineers.

The changes in industrial, economic, and social conditions which have taken place in recent years create a demand for a kind of education radically different from that which was regarded as adequate in earlier periods when the social order was comparatively static. Members of a changing society must be prepared to readjust their ideas and their habits of life. They not only must be possessed of certain types of knowledge and skill which were common at the time when they went to school, but they must be trained in such a way as to make them adaptable to new conditions.—*Recent Social Trends in the United States.*

PROFESSIONAL LICENSING—Concluded

HOW MANY UNITS TO GRADUATE?

JAMES G. PENTZ

Chief, Division of Pre-Professional Credentials

The question has been raised frequently as to the advisability of reducing the number of units required for graduation from an accredited secondary school from sixteen to fifteen units. The unit referred to here is the Carnegie Unit.

Sixteen Units Present Requirement

The Pennsylvania requirement heretofore has been sixteen units exclusive of short courses of one or two class periods per week in activities such as Physical Education, Art, Music, et cetera. Most of the colleges in Pennsylvania admit students on the basis of fifteen units, but many of these colleges grant only three units of credit for four years of secondary school English, whereas this Department rates four years of English as four units of credit.

Average Pupil Recognized

The interests neither of the weakest nor of the best pupils in our secondary schools should predominate, but rather a sound basic requirement in the number of units or courses required for graduation that can be justified for the average pupil, shall be determined.

Study Under Way

The question as to whether an average of four units per year and a total of sixteen units constitute a satisfactory requirement for graduation, or whether the number should be reduced to fifteen units, is now being studied by educators.

COLLEGE ENTRANCE EXAMINATION BOARD ANNOUNCES PAMPHLETS

A booklet containing the definitions of the requirements on which the College Entrance Examination Board will base its examinations of June, 1938, is now available to all persons interested in these annual examinations. It does not contain any information concerning the tests to be given by the Board in April for admission and scholarship applicants. Since no special preparation is needed for the April tests, detailed descriptions of them will not be distributed.

Correspondents addressing the College Entrance Examination Board, 431 West 117th Street, New York City, for information in regard to the examinations and for blank forms of application should be careful to state clearly the particular series of examinations in which they are interested, namely: June examinations for admission, April tests for admission, April tests for scholarships. Blank forms of application for the April scholarship tests are obtainable only from the colleges offering the scholarships. Candidates for the examinations of the Board are directed to their colleges for advice in regard to the series of examinations that they will be required to offer.

Upon receipt of thirty cents, which may be remitted in postage, a copy of this document will be sent to any one who addresses the College Entrance Examination Board, 431 West 117th Street, New York City.

EXAMINATIONS NOW REQUIRED OF ALL APPLICANTS FOR REAL ESTATE LICENSES

New Law Removes Exemptions From Tests

Persons interested in entering the real estate business were notified today by the Department of Public Instruction that the exemption period during which certain individuals may be licensed under the provisions of Act No. 590 without taking examination, expired on September 30.

Act No. 590, which amends the Act approved May 1, 1929, and which pertain to the licensing of real estate brokers and salesmen and the regulation of their business, contains the following provision:

"Any person who has for a period of two years immediately preceding the effective date of this act engaged in any business or occupation not heretofore required to be licensed as a real estate broker and who is under the provisions of these amendments required to be so licensed shall be issued a real estate broker's license by the Department of Public Instruction without requiring him or her to submit to an examination as required by the act to which this is an amendment and its amendments, provided, that such person makes application for such license within ninety days after the effective date of this act and pays the fee prescribed by law for such license."

It should be noted that a ninety day period is fixed during which licenses can be obtained without examination. This period expired on September 30, 1937. The Department of Public Instruction wishes to call this fact to the attention of all persons who are eligible for licensure as real estate brokers.

Persons submitting applications on the first of October and thereafter will have to take examinations in order to obtain real estate brokers licenses.

AMERICANISM IN ANNIVERSARIES

Legion Builds Program Around Popular Observances

The American Legion, as a means of stimulating the spirit of Americanism in the children, youth, and adults of the Nation, extends its program of activities through numerous national anniversaries and observances. Always alert to derive the elements of patriotism from these occasions, the Legion cooperates with the public schools and other agencies and institutions in conducting appropriate exercises.

The following calendar indicates the variety of important national celebrations in which the Legion directly participates through the year:

APRIL
Army Day

MAY
Mother's Day
Memorial Day

JUNE
Flag Day

JULY
Independence Day

SEPTEMBER
Labor Day

OCTOBER
Navy Day

NOVEMBER
Armistice Day

Thanksgiving Day

DECEMBER
Christmas

NEW SCHEDULE FOR RENEWING PROFESSIONAL LICENSES

DR. W. RAY SMITH

Chief, Division of Registrations and Renewals

The Department of Public Instruction has been authorized by an Act of the General Assembly of 1937 to establish a new schedule for the registration and renewal of licenses for the thirteen professions and occupations which function under the jurisdiction of the Bureau of Professional Licensing. Heretofore, licenses of all these professions and vocations expired on the same date—namely, December 31 of each year. This arrangement whereby some 500,000 licenses were renewed at one time resulted in a congestion of activity within the Bureau of Professional Licenses at the close of each year.

Under the new plan, renewal dates for the different groups have been scheduled so that not more than three professions renew licenses in any one month. Following is the schedule showing the dates for the renewal of licenses for the several professions under the Department of Public Instruction

NEW RENEWAL DATES

Group	1938	Date
Beauty Culture	January 31	January 31
Real Estate	February 28	February 28
Dentists	March 31	March 31
Barbers	April 30	April 30
Architects	June 30	June 30
Pharmacy	September 30	September 30
Nurses	October 31	October 31
Osteopathic Physicians	October 31	October 31
Osteopathic Surgeons	October 31	October 31
Engineers	November 30	November 30
Optometry	November 30	November 30
Veterinarians	November 30	November 30
Medical	December 31	December 31

New Publications

Among recent publications of the United States Office of Education are the following:

Sources of Visual Aids and Equipment for Instructional Use in Schools. Lists sources of filmstrips, motion pictures, specimens, exhibits, maps, charts, posters and slides, cameras and projectors.

Bibliography of Research Studies in Education, 1935-1936.

Lists doctors' dissertations, masters' theses, and faculty research studies on many phases of education.

Housing and Equipment of School Libraries.

Gives an annotated and selected list of references intended to show what schools have done for their libraries, and to give concrete suggestions for starting a school library or improving an old one.

Address the Superintendent of Documents, United States Government Printing Office, Washington, D. C.

Teacher Education and Certification

HENRY KLONOWER, M.A., *Ped.D.*

*Director Teacher Education
and Certification*



Progress in Pennsylvania's Program of Teacher Education

The goal of the Teachers College in Pennsylvania is the adequate preparation of teachers for all the children of all the people, and the selection of these teachers from the best that our country can afford. Under the banner of this important goal teacher education in Pennsylvania moves steadily forward, and the trends of the time clearly indicate a wholesome progress and an ever-increasing respect for those young men and young women who undertake the all-important work of educating our future citizens.

Two Phases of Progress

We can look on progress from two points of view; (1) the development and improvement of the physical factors that surround us on all sides; (2) the improvement of mental and moral elements that make for a lasting and better civilization.

Improved Physical Facilities

Notable progress has been made in our State Teachers Colleges with respect to improved building facilities, enlarged grounds, better equipment, and necessary physical equipment. These elements, though material in nature, constitute a vital aspect of our State Teachers Colleges. Students are living under better conditions than they were years ago. Dining room facilities have been improved and laboratory opportunities enlarged.

Better Professional Staffs

Standards of preparation and education for teachers on the staffs of the colleges have been increasingly advanced. Here is a loyal group of broadly educated cultural men and women with specific preparation to achieve a definite objective in assisting young people to prepare themselves to teach.

Student Teaching Opportunities

Necessary and satisfactory relationships have been developed with public school districts to provide student teaching opportunities. Here the prospective teacher secures experience under the watchful eye of a master teacher.

Increased facilities for active participation in social opportunities are noticeable in all of our institutions. Teachers must acquire the amenities of life. These can be acquired only under proper guidance. Such guidance programs have been given emphasis and are made a required part of the education of every teacher. The extra-classroom activities with all their social connotations have really become a major interest in the institutions.

A Higher Morale Among Students

Unless these improvements mean a betterment of the intellectual and moral character of the product of the institutions there

has been no progress. There has been improvement along these lines. The fact that young people willingly accept the demands for extended education before they may enter the teaching service is evidence of the type of growth I mean. To these young people teaching is a life's work, and not the provincial stepping stone into some other profession.

Research Encouraged

Much remains to be done in the State Teachers Colleges, but the general current is moving forward. In time there will be a complete elimination of old and obsolete buildings. Emphasis must be given to research. The members of our faculties must be urged to contribute toward the literature of their field so that they in turn become producers as well as interpreters. We must look forward to the time when leaves of absence for study and travel, with pay, may be granted to the members of the instructional staff.

New Fields of Educational Service

Then we must look forward toward some of the unexplored fields of education. The area of nursery school education, including the lower age levels of child life, the area of adult education including the upper age levels of youth and all adults above the level, will unquestionably become of major importance in the future development of public education. Teachers will be needed in these fields and, as funds become available, an effort must be made to serve this need. We must have teachers for all the new services involved in the field of social adjustment.

A More Extended Preparation

But the larger task that lies ahead is making provision for those teachers who lack the more extended education now demanded of beginning teachers. Teaching is a continuously growing profession. It is always reaching out to meet new situations and solve new problems. When the teacher stops growing, she stops teaching. The State must make available every opportunity for the in-service growth of teachers and there seems to be no end to this program. Democracy and intelligence go hand in hand, and an educated and growing teacher in every classroom in every public school in the Commonwealth is the object of the State Teachers Colleges.

Conclusion

The present condition of American and of world society is one of experimentation. Conditions are trying themselves out. Man, the experimenter, wishes and is determined to have, the best. No conclusion, therefore, is to be regarded as final and conclusive.

New College Curriculums Approved by State Council

The State Council of Education at a recent meeting approved new curriculums for the preparation of teachers in certain specified fields. Following is a list of Liberal Arts Colleges in Pennsylvania which were authorized to offer new curriculums:

Name of Institution	Location	Curriculum Approved
Temple University	Philadelphia	Art Education
Villanova College	Villanova	Teacher-Librarian
(Summer Session)		
Villanova College	Villanova	Elementary Education
(Summer Session and Part Time)		
Marywood College	Scranton	Vocational Home Economics
*Misericordia College	Dallas	Teacher Librarian
Albright College	Reading	Vocational Home Economics
Duquesne University	Pittsburgh	Nursing Education
Immaculata College	Immaculata	Vocational Home Economics
Mount Mercy College	Pittsburgh	Vocational Home Economics

*This College was erroneously omitted from report of new approved curriculums in "Public Education" for January 1938.

TEACHERS SEEK HIGHER PREPARATION

J. K. BOWMAN

Adviser, Teacher Education and Certification

There were 838 certificates issued during the past month. The evidence indicates that teachers are qualifying for certificates issued on the basis of more extended education. There were 157 certificates issued on the basis of college preparation. Also administrative and supervisory officials continue to extend their preparation beyond the minimum level. Fifty-two certificates were issued on the basis of graduate preparation in this field.

Principals Complete Graduate Work

Many secondary school principals completed graduate work. A study of 1,245 principals indicates that 300 have met the requirements for the secondary school principal's certificate. Many principals have completed the required graduate education and teaching experience, but do not hold secondary school principal's certificates because the certificate, at this time, is not mandatory.

TEACHER EDUCATION AND CERTIFICATION—Concluded

The Education of Elementary Teachers In Pennsylvania

Trend Toward Four-Year College Level Grows As Teachers Prepare at Many Colleges

One of the most significant trends of the present time in the field of public education is the general interest that has developed in the education of elementary teachers on the four-year college level. Approximately fifteen per cent of the 40,000 elementary teachers and supervising officials in service in the public schools of the Commonwealth during 1936-1937 held college certificates, with certain districts employing none but college graduates.

Candidates Prepared at Variety of Institutions

The 2,927 applicants to whom teachers' certificates were issued during the past year, graduated from 114 different institutions, including ten normal schools, thirty teachers colleges, fifty-one liberal arts colleges, and twenty-three schools of education of higher learning, connected with the larger universities. Sixty-nine of these colleges are located in twenty other states, while forty-five are Pennsylvania institutions. The out-of-state institutions furnished 164 or 5.6 per cent of the applicants. The neighboring states of New York, New Jersey, Maryland, West Virginia, and Ohio account for 118 applicants, with fifty-two from Columbia University alone.

Thirty-one Institutions Prepare Twenty or More Teachers Each

Normal schools, teachers colleges, and schools of education located in the large universities furnished 2,319 of the group, while 608 or 20.8 per cent of the entire number found their basic preparation in liberal arts colleges.

The Element of Age

The median age of the college graduates who were certificated for the first time was twenty-two years, while those who were certificated on a lower basis prior to their degrees attained an average age of thirty years, with a range from twenty to sixty years. A total of thirteen of the more advanced age group finally secured degrees after their fiftieth birthday.

Upward Direction of Teacher Preparation

Information indicates rather plainly the direction in which elementary teacher education in moving in Pennsylvania. Since many boards of school directors have already prescribed four years of college education for an elementary teacher, the question constantly recurs, should this desirable standard be made the minimum level for certification or should the requirements now in effect which permit the teacher to complete her certification while in service, be continued as the program of the State?

Scholarships in Engineering

Fifty Gratuities Available at Carnegie Institute of Technology

Fifty undergraduate scholarships valued at three thousand dollars each are being made available for students who plan careers in engineering at the Carnegie Institute of Technology. These gratuities afford an unusual opportunity for secondary school graduates to combine theoretical knowledge with practical experience. The plan provides the partial financing of a balanced program of academic and practical education for young men whose previous performance justifies a high degree of confidence that they will become leaders in their chosen field of engineering.

Applicants for these scholarships should have a good record in secondary school work especially in the physical sciences and mathematics. They should be ranked within the top twenty-five per cent of their graduating classes and should have an inherent interest and desire to work out a career through the medium of engineering or industrial work.

Further information regarding these scholarships may be secured by addressing the Registrar, Carnegie Institute of Technology, Pittsburgh, Pennsylvania.

Bequest for Education

A bequest in the sum of \$50,000.00, free of inheritance taxes, has been left to Drexel Institute of Technology through the will of the late Arthur H. Lea of Philadelphia. The legacy bears no condition except that the principal sum be kept intact and the interest used only for whatever purposes the Board of Trustees may determine.

Literary Week-End at Bucknell University

The second annual meeting of the "Friends of the Library" was recently enjoyed at Bucknell University in the form of a literary weekend, the high spot of which was the unveiling of a bronze tablet in memory of the late Dr. Charles P. Vaughan, President of the Board of Trustees, and renaming in his honor the Literature Building of the University.

Notable Addresses

The literary weekend at Bucknell attracted notable personalities, some of whom addressed the meeting. Among these latter were Professor Huston Peterson of Columbia University, who talked on "Literature and Education"; Professor George Lyman Kittredge, of Harvard University, who spoke on the "Villians of Shakespeare"; Professor Frederick A. Pottle, of Yale University, whose subject was "Boswell in London"; Doctor William A. Shimer, Secretary of the United Societies of Phi Beta Kappa, who chose "Literature and Personality" for his topic; Miss Elsie Singmaster who read one of her own stories before the group; and Miss Mary Agnes Hamilton, of London, who spoke on "Today's Novelists".

President Emeritus Emory W. Hunt, former President Homas P. Rainey, and the acting president incumbent, A. C. Marts, attended the occasion.

ANTICIPATING ANNIVERSARIES

(Continued from page 2, column 3)

- 18 Paul Revere made his famous ride—1775.

19 Patriot's Day
Battle of Lexington and Concord, 1775.

21 John Muir, 1838-1914. Naturalist, explorer and writer.

21 Friedrich Froebel, 1782-1852. Founder of the Kindergarten system. German educator.

22 J. Sterling Morton, 1832-1902. Founder of "Arbor Day"

23 Andrew G. Curtin, 1815-1894. Governor of Pennsylvania; Staunch supporter of public schools; promoted State Normal Schools. Enroled among the honored educators on the roll of honor engraved on the frieze of the Education Building, Harrisburg.

23 William Shakespeare, 1564-1616. The greatest of English dramatist and poets.

23 James Buchanan, 1791-1868. Fifteenth President of United States.
- 24 Humane Sunday
Be Kind to Animals Week

26 John James Audubon, 1785-1851. Naturalist, author. Elected to the Hall of Fame, 1900.

27 Ulysses S. Grant, 1822-1885. General, President of the United States. Elected to the Hall of Fame in 1900.

27 Herbert Spencer, 1820-1903. English philosopher.

27 Samuel F. B. Morse, 1791-1872. Inventor of telegraph. Elected to the Hall of Fame in 1900.

28 James Monroe, 1758-1831. Fifth President of the United States, author of the Monroe Doctrine. Elected to the Hall of Fame in 1930.

29 Bird, Arbor, and Forest Day (Northern Pennsylvania)

30 Navy Day. Created 1789.

30 Washington inaugurated first President of the United States in New York City, 1789.

30 National Boys and Girls Week.

CALENDAR FOR SCHOOL OFFICIALS

APRIL

Subject of Report	Section of Law	Form Number of Report
Prepare a budget before levying taxes.....	563	PIBB-32
Levy School Taxes.....	537
Tax collectors' return report on uncollected taxes.....	6319

STATE LIBRARY and MUSEUM

JOSEPH L. RAFTER, M.A., LL.M., J.D., J.S.D.

Director State Library and Museum



NEW LIBRARIES SPRING UP IN PENNSYLVANIA

State Subsidies and Benevolent Bequests Spur Growth

DR. JOSEPH L. RAFTER

Director, State Library and Museum

During the past year the following libraries have been organized:

Sayre Public

LibraryBradford County
Sunbury Northumberland County
Westlawn Berks County
Rouseville Venango County
Coaldale Schuylkill County
Collingdale Delaware County
Irwin Westmoreland County
Johnsonburg Elk County

Organization Help

In addition to these libraries, traveling libraries were established through efforts of Women's Clubs, Parent Teachers' Associations, WPA and other interested groups of people in the smaller places. These libraries are located at Mifflinburg, Shamokin, New Columbia, McKeesburg, Forks-ville, Delmont, LeContes Mills, Middleburg, Antrim, Beach Haven, Gaines, Greenburr, Hegins, Jumonville, Lewistown, Perryville, Lehigh, Perkasio, Perulack, Natalie, Overton, Paxinos, and Baldwin Township. Among the libraries now in process of organization are those at Bellefonte, Clearfield, Freeport, Trafford, and Spring Grove.

County Library Movement Spreads

Two new county libraries have been added to those already organized; namely, Indiana and Monroe. A few others are definitely interested in the County Library plan.

At the last election the voters of Cameron County voted favorably on the establishment of a County Library. In the near future it is expected that libraries will be established in Centre and Wayne Counties. A movement is on foot for the establishment of libraries in Chester and Fulton Counties, and for a borough library in Norristown.

Bequests and Other Aid Bring Improvements

Libraries which have been fortunate in acquiring new buildings this year are: Franklin and Marshall College, Lancaster, which has acquired a beautiful building costing \$250,000, the gift of Dr. D. B. Fackenthal, Jr.; Laceyville has just moved into a most attractive building erected by the efforts of the townspeople and the PWA; Freeport, one of the libraries now being organized, is remodeling a building; gifts and bequests to libraries in the past year which have come to our notice include a house and grounds in Clearfield County, together with a substantial endowment, the bequest from Miss Ella C. Shaw. A bequest to Waynesboro of a house and grounds for a library building from Miss Belle Strickler; a bequest of \$1,000 to Somerset Public Library from Miss Sarah C. Scull; and a bequest for a collection of

rare books valued at \$10,000 from the collection of Edward D. Frohman to the Carnegie Library of Pittsburgh.

Colleges Prepare Librarians

A library school has been established at Villanova College, which is authorized to give eighteen credits in Library Science leading to a School Librarian's certificate. The erection of a new library building at a cost of \$300,000 is being planned by the College. Misericordia College has established a library school offering eighteen credit hours for the preparation of school librarians. Marywood College, Scranton, has been authorized by the State to grant the Degree of Bachelor of Science in Library Science. The granting of this degree has been deferred until the completion of the scholastic year 1938-39. The curriculum for this course as approved by the Pennsylvania State Council of Education is the Library course of thirty hours. For some time past Marywood College has offered courses in Library Science totaling eighteen hours. Upon the completion of these courses a school librarian's certificate was granted.

Pennsylvania State College during the summer of 1937 had a larger enrolment in the Summer Library School than any time in its history. Several instructors served on this staff. Among them was Miss Evelyn Matthews, Assistant Extension Librarian of the Pennsylvania State Library, who did excellent work as an instructor.

New Field of Activity

The collection of historical data by WPA in the libraries of several of our larger cities has made possible a new field of activity in some of these libraries, and is also a step toward regional planning in bringing together much scattered material. Research workers are quick to appreciate this service. The results of summer reading clubs in a number of places have gone beyond the fondest hopes of the librarian. These clubs offer a splendid opportunity for librarians not only to keep the interest of youth in reading during the vacation period, but more important, to give an opportunity to guide that reading. Successful drives of various kinds have been made to add to book collections, raise funds for special purposes, and to extend the work of the libraries into hospitals, schools and neighboring places. Memorial bookshelves are developing everywhere. Many reports have been made of the renovation of library buildings, repairs to facilitate work and out, and in some places establishing new quarters.

State Library and Museum

The General Library Division has carried on the work of publishing the Pennsylvania Library and Museum Notes. It has aided

hundreds of persons in preparing term papers and theses and furnished information to the various departments of the State Government.

The Archives Division, the past year, has experienced unusual progress. The opening of the magnificent new Archives Building in Washington, with its vastly increased facilities, has been followed by the widened activities in the Archives Division of the Pennsylvania State Library, where many rare documents have been uncovered.

In the Genealogical Section a larger service has been extended, which was taxed to its fullest extent prior to the recent convention of the Daughters of the American Revolution in Harrisburg. Much assistance is given by the genealogical section of the State Library to persons desiring aid to obtain old age, widow's and veteran's pensions.

The Extension Division of the State Library is growing rapidly. The demands made for books because of Adult Education have been extensive and every effort is made to supply books where they are most needed. We wish to assure the librarians throughout the State that every effort is made to render prompt assistance not only in the Extension Division but in every division of the State Library.

In the Law Division the work has gone along in a normal way and a large number of new volumes have been added to an already valuable collection of books of a legal nature. At the present time the State Law Library has nearly 50,000 volumes.

The State Museum has rendered valuable service in the past twelve months. It has loaned approximately 250,000 slides to schools, clubs, churches, historical societies and groups of various types, and has been visited by 150,000 persons throughout the year. New exhibits have been placed in the Museum and several of the permanent exhibits have been renovated and when completed will add tone to the Museum.

Rehabilitation

During the past year the sum of \$100,000 was appropriated by the State Legislature for libraries affected by the 1936 flood. This money was very well used and was of great assistance to libraries which would not be able to carry on had the Legislature not appropriated this money. The librarians of sixteen libraries affected by the 1936 flood showed much gratitude for the service rendered by the State Library in the careful distribution of this fund.

Better Librarians

It is my hope that the certification and the improved library standards that have been advocated will bring into our midst librarians who are qualified by preparation in library technique, but most of all librarians who will faithfully perform their services, keeping in mind that cooperation and human understanding will do a great deal to develop the permanency of libraries and create a desire for more and better reading.

STATE LIBRARY AND MUSEUM—Concluded

Thousands Reached Through Extension Division

About 2,300 books and seventy pamphlets were loaned during one month by the Extension Library Division of the Department of Public Instruction. Twenty-four traveling libraries were shipped, four to new stations. Books were sent to seven study clubs. Fifty-one shipments were sent to public schools. One hundred twenty-eight shipments, including about 715 books were sent to public libraries. Books were loaned to sixty-one individual borrowers. Two hundred fifty-three questions were answered using 530 books and were loaned to 220 places. Four bibliographies were made. Several books were cataloged and 536 cards were made and filed. One hundred eighty-nine books were accessioned, and seventeen individuals and eight schools registered. The Extension Librarian spent eight days in the field. She visited five libraries, promoted one library, and held two conferences with trustees.

Director State Library and Museum Addresses Association

At the last annual meeting of the Pennsylvania Library Association a report was made by Dr. Joseph L. Rafter, Director of the State Library and Museum, on news from the libraries over the State. He spoke on the number of new libraries organized during 1936-1937, the traveling libraries established, the new library schools that have been opened at several of our colleges, and the need for more adequate library service in rural communities. Doctor Rafter also told of the work being done at the State Library and paid tribute to his Staff for its cooperation.

Museum Shows Forty Oil Paintings

A special exhibit of forty oil paintings, loaned by the Artist's Fellowship of the Academy of Fine Arts, Philadelphia, and sponsored by the Harrisburg Art Association was shown in the State Museum early in 1938. The paintings which were carefully selected attracted a large attendance from the art appreciation public.

FREE SCHOOL DAY

(Concluded from Page 20, Column 3)

democratic government. The educational program of our present public school system reaches not only all age levels, but practically every important need of our future citizens. During the past half century our secondary schools have doubled in their enrolment each decade so that today more than two and one half million children and youth are in attendance in public schools under the instruction of more than 60,000 teachers. So widespread and fundamental are the services of the public schools that our modern communities are coming to be judged by the schools they keep.

—From the Governor's
1937 Proclamation

BOOKS AND MAGAZINES ON SAFETY

Current Publications Treat Vital Problem

In two previous issues of the Public Education Bulletin, lists of publications issued by various educational, commercial and social agencies dealing with Safety on the Highways, were presented. The present list, the third in the series, gives books and periodicals on this vital subject:

Safe and Sane Use of Highways—Allen, Thomas

E. M. Hale and Company, Milwaukee, Wisconsin

Common Sense in Driving Your Car—Douglas, Richard Alexander

Longman's, Green and Company, New York (1936)

Promotion of Safety in Automobile Travel—Groenan, John T.

Educational Progress Bulletin, Volume 12, Number 1.

Houghton Mifflin Company, New York City.

Stop, Look, Listen—Hader, Berta and Elmer

Longman's, Green and Company, New York City

Operation of Automobile—Laporte, Rudolph J.

Humphries Publishing Company, New York City

The Milwaukee Way—Boston Herald, August 25, 1935

Safety on the Highways—A Practice Book

E. M. Hale and Company, Milwaukee, Wisconsin

Sudden Death and How to Avoid It Simon and Schuster, New York (1936)

The Car—News—Magazine for Motorists

The Automobile Club of Philadelphia

23 South 23rd Street, Philadelphia, Pennsylvania

Pennsylvania Motorist—Pittsburgh Motor Club

Chamber of Commerce Building, Pittsburgh, Pennsylvania

Safety Education Magazine

National Safety Council, One Park Avenue, New York City

ARBOR AND BIRD DAYS

APRIL 15—SOUTHERN PENNSYLVANIA

APRIL 29—NORTHERN PENNSYLVANIA

New Publications of the United States Office of Education

Conservation in the Education Program

William H. Bristow and Katherine M. Cook. Provides information on progress made in introducing conservation into the school program. Bulletin 1937 No. 4. 10 cents

Statement of Policies for the Administration of Vocational Education

Revised Edition February 1937. Supersedes all previous issues including the one revised and dated November 1936. Voc. Educ. Bull. No. 1. 25 cents

Per Capita Costs in City Schools, 1935-1936

Lula Mae Comstock. Text and tables giving cost per pupil in cities of 2,500 or more population. Pamphlet No. 70. 10 cents

An Annotated Bibliography on the Education and Psychology of Exceptional Children

Elise H. Martens and Florence E. Reynolds. Pamphlet No. 71. 10 cents

Miscellaneous Publications

Bibliography No. 46

Good References on Education for Family Life. Ellen C. Lombard and Martha R. McCabe

Bibliography No. 53

Good References on Changing Philosophies in Higher Education. Ella B. Ratcliffe and Martha R. McCabe

Bibliography No. 60

United States Government Publications for Parents and Leaders in Parent Education. Ellen C. Lombard and Julia F. Frere

Bibliography No. 61

United States Government Publications on Health, Physical Education and Recreation. James F. Rogers

Trends in Secondary Education

Carl A. Jessen. First of the "trend" chapters in the Biennial Survey. Interpretation of important movements in secondary education. Bulletin 1937, No. 2, Chapter II of Volume I. 10 cents

A Review of Conditions and Developments in Education in Rural and Other Sparsely Settled Areas.

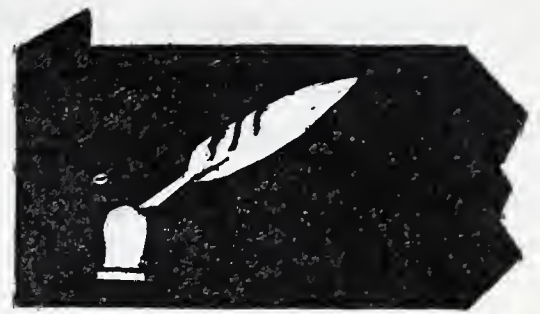
Katharine M. Cook. Second of the "trend" chapters in the Biennial Survey. Bulletin 1937, No. 2, Chapter V of Volume I. 10 cents

These publications may be ordered from The Superintendent of Documents, Washington, D. C.

PENNSYLVANIA IN HISTORY

FRANK W. MELVIN, B.S., LL.B.

Chairman Pennsylvania Historical Commission



Plan Projected For Pennsylvania History Program In Public Schools

Teachers to Suggest Appropriate Materials for Study

For the first time in the history of the Commonwealth, an attempt will be made to establish a scientific basis for the evolution of a State history program for the public schools. Through the active and widespread program of the State Historical Commission, under the Chairmanship of Major Frank W. Melvin, a comprehensive survey of the teachers of Pennsylvania is under way, looking toward a constructive course of activities dealing with Pennsylvania history in the public schools.

Questionnaire to Teachers

For some years the prospect for establishing such a program has been under discussion, but little has been accomplished to date. The Commission Historian on leave from the Pennsylvania State College, has cooperated with Oliver H. Heckman, social studies adviser of the Bureau of Instruction, in formulating a questionnaire which will be distributed shortly to nearly two hundred selected secondary schools in various parts of the Commonwealth.

The survey is designed to establish a factual basis, founded upon teacher experience and outlook, for the development of a Pennsylvania history program. The questions in the survey are so designed as to test teacher reactions as to the best means by which the greater utilization of local history may be obtained, the nature of the course which should be offered in the public schools to be most effective, and other similar important problems to be considered in setting up a State program.

Local Societies to Participate

An effort will also be made to determine the extent of school cooperation at present with local historical societies, and ways and means by which this may be stimulated and improved for the future. No less than eighteen different items will be touched upon for the survey. It is believed that the survey may be of value not only to Pennsylvania but also provide worthwhile suggestions for the development of local history programs in other sections of the nation.

ORIGINS OF PENNSYLVANIA COUNTIES

Bounds and Names Reveal Meaningful Traditions and Historical Backgrounds

Names not only make news, but frequently reveal interesting and meaningful traditions that underlie the objects they represent. This is especially true of the bounds and names of the sixty-seven counties that constitute the Commonwealth of Pennsylvania. Of Pennsylvania's many counties, only three were original—the others have been formed of parts of these or of new territory that gradually became part of the State during its evolution.

The counties of Pennsylvania derived their fascinating and diversified names from many sources. Among these are the names of counties in England, names of English and French noblemen, Presidents of the United States, Governors and other prominent Pennsylvanians, famous soldiers and sailors, and Indians. A few of the counties are named for women, and some others for the peculiar geographical features that characterize their terrain.

The following chart shows the year of incorporation together with the derivation of boundaries and names of each county. Also indicated are the historic highlights of these local areas of the Commonwealth:

County	Incorporated	Formed From Part of	Origin of Name	Historic Highlight
Adams	1800	York	Pres. John Adams	National Cemetery
Allegheny	1788	Westmoreland, Washington	Indian Name—"Alleghewi"	Stephen Foster
Armstrong	1800	Allegheny, Westmoreland, Lycoming	Gen. John Armstrong	Fort Kittanning
Beaver	1800	Allegheny, Washington	Big Beaver River	Economy Society
Bedford	1771	Cumberland	Duke of Bedford	Washington's Headquarters
Berks	1752	Philadelphia, Chester, Lancaster	Berkshire, England	Daniel Boone
Blair	1846	Huntingdon, Bedford	John Blair	Fort Fetter
Bradford	1810	Luzerne, Lycoming	Wm. Bradford	French Community Settlement
Bucks	1682	Original County	Buckinghamshire	Pennsbury Manor
Butler	1800	Allegheny	Gen. Richard Butler	Harmony Society
Cambria	1804	Huntingdon, Somerset, Bedford	Cambria Twp.	Robert E. Peary
Cameron	1860	Clinton, Elk, McKean, Potter	Simon Cameron	
Carbon	1843	Northampton, Monroe	Coal Deposits	Fort Allen
Centre	1800	Mifflin, Northumberland, Lycoming, Huntingdon	Geographic Center of Commonwealth	Grave of Governor Curtin
Chester	1682	Original County	Cheshire, England	Bayard Taylor
Clarion	1839	Venango, Armstrong	Clarion River	
Clearfield	1804	Huntingdon, Lycoming	Clearfield Creek	Frenchville
Clinton	1839	Lycoming, Centre	DeWitt Clinton	Indian Capital of Penna.
Columbia	1813	Northumberland	Poetic Name for America	Fort Wheeler
Crawford	1800	Allegheny	Col. Wm. Crawford	Rendezvous for Militia, 1812
Cumberland	1750	Lancaster	Cumberland, England	Indian School
Dauphin	1785	Lancaster	Title of Eldest Son of French King	State Capitol
Delaware	1789	Chester	Delaware River	Penn's Landing
Elk	1843	Jefferson, Clearfield, McKean	Elk Creek, or Presence of Elks	Settled by German Catholics

(Continued on Page 23, Column 1)

PENNSYLVANIA IN HISTORY—Concluded

Origin of Institutions Seen in Tercentenary

Celebration of Significant Event to Culminate in Forefather's Day, April 8

MAJOR FRANK W. MELVIN
Chairman, Pennsylvania Historical Commission

As the 300th Anniversary celebration on the founding of Pennsylvania reaches one of its peaks in the state-wide recognition April 8th of "Forefather's Day," the significance of the colony of New Sweden as the beginning of the institutional development of Pennsylvania is coming to be more and more recognized. The importance of Tinicum as the originating point for the political life and institutions of the Commonwealth already has been cited in preceding issues of the *Public Education*.

Economic and Social Institutions

It is important equally to emphasize that the foundational development of Pennsylvania economic and social life date from this colony. In 1643 there came to the settlement with Governor Johan Printz the famous Johan Campanius, who constructed at Tinicum after the style of the country churches of Sweden the first house of worship erected upon Pennsylvania soil. It is important to note that Printz himself was instructed: "Above all things, the Governor shall endeavor to see to it that God the most high be paid . . . a true and befitting worship and proper honor, laud and praise . . ." Organized religion, therefore, found its beginnings with New Sweden.

Pioneer Dwellings

The original social life of Pennsylvania began at Tinicum with a typically frontier background. The Swedes, Finns and Dutch of the colony lived under conditions almost exactly similar to those associated with pioneer Virginia and New England. The most common dwelling was the log cabin, a habitation well known to northern Sweden and Finland from which a majority of the Pennsylvania pioneers came. These cabins usually contained the familiar stone fireplace, dirt floor, rough hewn home furnishings, and spinning wheel associated with the later American frontier.

Plain Foods and Clothing

Dress and social life were inevitably simple, for the majority possessed no wealth. The manufacture of clothing and utensils in the home was common. Food consisted mainly of meat from the forest and fish from the river, while the pioneer farmers early provided peas, beans, turnips and Indian corn from their cleared lands. The early erection of grist mills made possible the grinding of coarse flour.

Intellectual Accomplishments

The intellectual accomplishments of these pioneers were of no mean order. The first maps and geography of the Delaware region on any accurate basis were provided by those connected with New Sweden. The first astronomical and weather observations in North America are credited to them. Botanical studies pursued at Tinicum were a contribution to early Pennsylvania science. The first philological studies of the Lenape Indian language were made by the Swedes, and the translation of the Lutheran catechism into the Indian tongue was an outstanding accomplishment. It is interesting to note further that the first church organ and church music in Pennsylvania found a place in the life of New Sweden.

Agriculture and Industry

The foundations of Pennsylvania agriculture and industry date likewise from the pioneer colony. Governor Printz was instructed to "urge and arrange about agriculture and the cultivation of the land, setting and urging the people thereto with zeal and energy. . . ." The cultivation of tobacco, improvements in livestock breeding, larger utilization of forest resources and similar agricultural enterprises were emphasized as proper subjects of concern by the Governor. The Instructions were followed with zeal. New lands were cleared; slow plodding oxen broke the sod of early Pennsylvania and created the first cultivated farm lands of the Commonwealth.

Boats and Barrels

Industrial Pennsylvania also began with the enterprises conducted in New Sweden. The first grist mill, the first brickyards and lumbering date back to the colonists of the Delaware. As early as 1643-44 boat building was underway, while the manufacture of barrels and casks and the making of tools and implements by the blacksmith was carried on at and about Tinicum. The colony under the direction of doughty and able Johan Printz was indeed the center of multifarious social and economic activities. They constitute the true beginnings of Pennsylvania civilization.

The Pennsylvania Historical Association

SYLVESTER K. STEVENS
Historian, Pennsylvania Historical Commission

Organized six years ago in an effort to provide a state-wide organization devoted to the scholarly and popular presentation of Pennsylvania history and the coordination of the scattered interest in the field, this Association is making outstanding progress. A membership drive is under way which has added nearly one hundred members in the past few months. The last annual convention was held at Lancaster in 1937, and was well attended with able papers.

Quarterly Publication

The quarterly publication of the Association, *Pennsylvania History*, is subscribed to from coast to coast as a scholarly magazine of Pennsylvania history. Its articles are varied and interesting. The magazine contains several pages devoted to news and comment on matters historical within the Commonwealth. It includes, as well, a section devoted to the interests of the public school teachers of history, many of whom have become members. An extensive book review division devoted to publications bearing mainly on Pennsylvania history is edited by Doctor Barnes of Temple University. Dr. Roy F. Nichols is President, with headquarters at the University of Pennsylvania. Inquiries should be addressed to the Secretary, Dr. J. Paul Selsam, State College, Pennsylvania. A. Boyd Hamilton is past president, and the Association numbers among its members outstanding figures in Pennsylvania history, including several members of the Historical Commission.

Free School Day

Monday, April 4, 1938

Since their establishment one hundred and four years ago, free public schools in Pennsylvania have risen to a place of first importance among the functions of our democracy. Deeply rooted in our system of self-government, the schools, more than any other public service, have determined the pace of progress. No institution has a more serious responsibility in the promotion of the general welfare, for they are not only our prime agency for preserving the cherished heritage of our generation, but our strongest stimulus for every worthy social development.

Education Underlies Citizenship

A democracy without public schools is unthinkable for self-government demands that every citizen shall be prepared to exercise with intelligence and integrity the responsibility of citizenship. Born of the deepest desires of the people, the schools constitute the basic instrument of our economic development, the orderliness of our government, the safety of our life and property, the preparation of our leaders, and the numerous imponderable values that are indispensable to the success of the modern State.

Men of Vision

Our State has been fortunate in having among its Founding Father's educational statesmen of vision and courage to strive for the attainment of high cultural objectives. A century and a half before the inception of free public schools in Pennsylvania, William Penn, the "Father of the Commonwealth," was advocating education "to the end that poor as well as rich may be instructed in good and commendable learning." His efforts were carried on through the intervening generations, by a succeeding Governor of Pennsylvania, George Wolfe, the Father of Free Public Schools in the State. He in turn was staunchly supported by Samuel Breck, proverbial patriot, who assumed the responsibility of drawing up the Free School Act of 1834, and Thaddeus Stevens, champion and defender of the Free School Law during its most critical trial in 1835. These and other pioneer educational leaders, seeing that ignorance would becloud the bright vista of a glorious destiny for the Commonwealth fought with courage and determination for the principle of free and universal education.

System Tested by Time

A century of building has proved the wisdom of these early leaders, for our self-government has stood and prospered by the loyalty and intelligence of an electorate tempered by public education. Through the efforts of these men free schools were born, and should be continuously reborn in the hearts of our citizens.

Broadening Scope of Education

From small beginnings the public schools of Pennsylvania have grown to such proportions that today they comprise every social, civic, and industrial interest of our people. The successful establishment and development of free schools, one of the first tasks our people have undertaken cooperatively, give clear evidence of the possibilities of

(Concluded on Page 18, Column 1)

School Employees' Retirement Board

H. H. BAISH, M.A., LL.D.

*Secretary School Employees'
Retirement System*



Eleven School Employees Retire

The retirement of eleven school employees who were members of the School Employees' Retirement System of the State was arranged at the last meeting of the Board. These school employees have rendered service in the public schools of this State for periods ranging from eleven to forty-four years as follows:

District	Years of Service
Elizabeth V. Llewellyn Pittsburgh, Allegheny	44
Marguerite M. Elder Pittsburgh, Allegheny	41
Amy Neale Pittsburgh, Allegheny	41
James P. Grimes Bloomsburg State Teachers College (Columbia)	11
J. Howard Monn Hamilton Township, Franklin.....	34
Emma Glasgow Miller Union Township, Huntingdon	25
James M. Hughes New Castle, Lawrence.....	42
Marie Guss Prizer Pottstown, Montgomery	39
Jessie D. Triol Abington Township, Montgomery....	41
Clade McClary Scottdale, Westmoreland	26
Emma L. Muller Philadelphia, Philadelphia	43

CONSTRUCTIVE INVESTMENTS BY SCHOOL EMPLOYEES' RETIREMENT

Plans have been completed whereby the Public School Employees' Retirement Board will purchase approximately \$40,000,000 worth of the bonds issued by the General State Authority. The money is being used to erect the Finance Building in the Capitol group, and also to construct other needed buildings at state-owned educational institutions and other state-owned or state-aided institutions. Approximately seventy-five buildings have been planned for such institutions.

ARBOR AND BIRD DAYS

APRIL 15—SOUTHERN PENNSYLVANIA
APRIL 29—NORTHERN PENNSYLVANIA

Personality Can Be Cultivated

The following is an attempt to summarize teacher personality in ten major basic qualities or traits. Decided weakness in one or more of these qualities accounts for most teacher failures. The possession to a high degree of most of these ten qualities characterizes the master teacher.

FIRST IMPRESSION—The following suggestions may aid the teacher in bringing about a more pleasing first impression:

Have a periodic health examination.
Check up on your teaching mannerisms.
Careful grooming is indicative of a well-rounded personality.
Avoid overemphasizing "I" in your teaching vocabulary.

POISE AND SELF-CONTROL—Poise and self-control may be improved if you will:

Refuse to be offended by what is said to or about you.
Avoid being too outspoken and blunt.
Learn all you can about pupils' interests.
This is better than constantly threatening pupils with punishment.
Assume a good standing and sitting posture.

TEACHING VOICE—A teacher wishing to improve her voice may check herself on the following points:

Do not overemphasize or ignore the consonants.
Ask a friend to listen in the rear of your class to find out if every word is audible when you teach.
Intone the vowels and clip the consonants.
Give careful attention to pronunciation and enunciation.
Aim to keep the voice pitched low.

OPTIMISM—A teacher eager to cultivate optimism should live these suggestions:

Accept teaching as a challenge and an adventure in developing useful citizens.
Profit by your mistakes. Be open-minded.
Avoid self pity. Remember a leader finds a way or makes one.
Express sincere gladness whenever you see pupil success or fellow teacher achievement.

SURPLUS VITALITY—A teacher wishing to increase his enthusiasm, vitality, mental pep, should try the following counsel:

Develop at least one new teaching unit a year.
Enrich old teaching units by new ideas.
Share your ideas with fellow teachers.

They may, in turn, suggest new ideas to you.

Make contacts with successful people in many fields of work.

Have at least one hobby.

Remember that health, mental and physical, is the basis for vitality.

SINCERITY—A teacher wanting to habituate sincerity may do so by observing these suggestions:

Keep your promises.
Do not pretend that you know everything.
Try to be punctual and accurate in making records and reports.
Frankly admit mistakes but do not repeat them.
Treat pupils as friends, not as "little brats."

SOCIAL QUALITIES—A teacher may develop these quantities by forming the following habits:

Take good suggestions with gratitude.
Practice complimenting meritorious pupils, parents and others.
Choose an inner circle of friends who will frankly tell you your faults as well as your merits.
Use tact or humor in relieving tense situations.

INITIATIVE AND DILIGENCE — The teacher may develop initiative and diligence by using the following helps:

Have pupils do work intrinsically interesting to them.
Choose and use precocious pupil leaders as assistant teachers.
Make all methods and subject matter your own, thus enhancing their personal value.
Make your classroom attractive.
Practice perseverance with the retarded or slow pupil.

DECISIVENESS—A teacher may enhance this quality by acting in accordance with the following suggestions:

Anticipate what pupils will do with your assignments.
Use a simple daily planbook with definite activities planned in advance for each class.
Be sure that you have mastered the teaching unit you wish to teach.
Use common sense in dealing with pupil problem cases.

TEACHING POWER—A teacher may increase his ability to inspire pupils to study and to enjoy doing so by putting these suggestions into practice:

Constantly think you can succeed as a teacher.
Discover your teacher personality weaknesses. Plan remedial activities.
Rate yourself periodically.

EXPANDING FUNCTIONS OF EDUCATION FOR PENNSYLVANIA

(Continued from Page 3, Column 2)

creasing population, together with the evolution of ways of life in keeping with the constantly changing social order, imposed upon education the serious responsibility of extending its arms of service in new directions. Thus, one by one, new areas of instruction appeared on the educational horizon. Among these are aviation, conservation, crime prevention, safety education, leisure, homemaking, and vocations.

The Expanding Curriculum

The broader curriculum is based on areas of interest in modern life. Accordingly, in the broader conception of education, the curriculum comprises such aspects of contemporary life as: health and freedom from accident; emotional balance and mental stability; worthy use of leisure time; affection of friends; congenial family life—housing, clothing, food; good citizenship in a democracy; vocational fitness; esthetic appreciation—cultural and recreational; freedom in discovering and believing verifiable truth; and religious freedom and moral responsibility.

The expanding school curriculum has passed through seven stages of development; (1) the tool stage, (2) subject matter stage, (3) adult education stage, (4) child activity stage, (5) creative education stage, (6) character education stage, and finally (7) the integrated personality stage—the period through which we are now passing.

The modern education program is based upon purposeful activities and rich experiences in terms of childrens' interests, abilities, needs, and adult insight, and all resulting in reflective thinking.

The View Ahead

As we attempt to look ahead in education, basing our inferences on current trends, it becomes apparent that this expansion process will continue until the school becomes a social, cultural, and civic community center. This new institution will comprise educational and cultural activities adapted to the needs of individuals from infancy to old age. These centers will serve much larger areas than are served by school districts today. This will naturally be made possible by improvements in transportation facilities. Traveling back and forth to these community centers by airplane will be a regular practice.

Happiness in Work

A dominant note in the ever-expanding processes of education in the future will be happiness. To this end more liberal space for play and recreation will be provided for children, youth and adults. The entire community will participate in the development and enjoyment of school gardens. Pageants and outdoor theatre activities will be a part of the program both day and evening. Swimming pools, sunrooms, attractive auditoriums, healthful gymnasiums, and other like facilities, will be found in these newer schools. Educational trips, more extensive travel, visits to cultural centers, attendance at large scale exhibits, will be enjoyed not only by members of a given school, but by assemblages of members from other schools in the same region.

Expansion in Many Directions

So, the new, the expanded task of organized education is an increasingly complicated one. Education must take the children younger and keep them longer. It must broaden the scope of its offering in order to satisfy the needs and interests of a cross-section of all the learners of school and college ages and of adults in general. It must lengthen the regular terms of schooling and find suitable educational activities for what has been a vacation period. It must correlate its function with all active areas of human experience in the environment of the learner. It must coordinate the contributions of all existing social agencies and institutions to the all-around education of the child. And most important and most difficult of all, it must minister to the whole personality of the learner, not just to his intellect. Through such an expanding conception of education, and by the constant consideration and anticipation of new educational needs, organized education hopes to do its full and indispensable part to prepare and guide a citizenship capable of making our democracy work.

SCHOOL OF FAMILY EDUCATION

Dickinson College, Carlisle, Pa.
June 13-17, 1938

The 1938 Session of the School of Family Education will be held at Dickinson College, Carlisle, Pa., June 13-17.

Sponsorship

This school is sponsored by the Association for the Study of Family Relationships of which Mrs. Mulford Stough, who originated the plan for the school five years ago, is president; Dr. Charlotte Easby Grace, a consulting psychologist, Philadelphia, first vice-president; Mrs. Anna G. Green, Chief of Home Economics Education, Department of Public Instruction, Harrisburg, is second vice-president; Elizabeth Clever, Instructor Bronxville High School and Field Worker for the Committee on Study of Adolescence, General Education Board, Rockefeller Foundation, New York City, is Secretary and Dr. Russell I. Thompson, Registrar and Associate Professor of Education and Psychology, Dickinson College, is treasurer.

Program

The plan of the program will follow much the same pattern as in preceding years. Its general theme is "Family Relationships" which involves not only relationships existing within the family group but also those of the family to the church, to the school, and to the community. The central idea around which the major content of the courses is built is "the whole child" from the standpoint of his physical, mental, emotional, and spiritual development.

Agencies

Among the national agencies which co-operate in this project from year to year and have made most valuable contributions to its program, is the Child Study Association of America, of which Mrs. Sidonie Gruenberg is director.

MERGING OF SCHOOL DISTRICTS IN PENNSYLVANIA UNDER ACT 157

(Continued from Page 7, Column 3)

Answer:

Act 157 provides a plan for these mergers. The local boards draw up a proposal and submit the same to the State Council of Education for approval. Four of the thirty-five districts having no teachers employed as of January 1937 have already effected mergers. The other thirty are distributed among twenty-one counties.

Question:

May districts merge with others that are not contiguous with their own?

Answer:

Yes. Merging districts need not be adjacent to each other.

Question:

May a fourth class district merge with an independent district?

Answer:

Yes. A fourth class district desiring to merge with an independent district would prepare a plan and submit it to the State Council of Education for approval. This has been provided for years ago when union districts were made legal.

Question:

What happens when the merging of three or more fourth class districts reduces the number of assistant county superintendents allowed under the School Laws?

Answer:

The merging law has been developed in the interests of providing better educational opportunities for the boys and girls. Other considerations are secondary to this. Thus, the result may occur in the merging program. This will rarely if ever happen, however.

Question:

Must the new board submit merging plans to the State Council of Education or to the Department of Public Instruction?

Answer:

School boards must be guided by the State Council in the development of their plans. The law provides that county boards must conduct such studies as are requested by the State Council.

Question:

Might the merging of certain districts change the classification of a district for purposes of reimbursement on teachers salaries under the Edmond's Act?

Answer:

Yes. But not necessarily.

Question:

What are the new responsibilities of the county board of school directors with respect to vocational education?

Answer:

The county board of school directors is in fact also the county board of vocational education, and as such may have a tremendous influence in the development of a vocational education program in the county.

Summary:

In order that this discussion by the county board of school directors may materialize into some future value, it was pointed out that the agenda at the meeting should constitute the first entry in the permanent entry book of the new county board. Here should be carefully recorded the election of officers of the county board, the drawing of lots for terms, the administering of the oath of office, the induction into office, and a summary of the discussion that followed the organization. It is especially advisable that the first meeting of the county board of school directors consider the various provisions of Act 157 as they affect the children and youth of the counties.

ORIGINS OF PENNSYLVANIA COUNTIES

(Concluded from Page 19, Column 3)

County	Incorporated	Formed From Part of	Origin of Name	Historic Highlight
Erie	1800	Allegheny	Lake Erie	Fort LeBoeuf
Fayette	1783	Westmoreland	Marquis de la Fayette	Braddock's Grave
Forest	1848	Jefferson, Venango	Forests Within Boundaries	
Franklin	1784	Cumberland	Benjamin Franklin	President Buchanan
Fulton	1850	Bedford	Robert Fulton	Fort Littleton
Greene	1796	Washington	Gen. Nathaniel Greene	Frontier Forts
Huntingdon	1787	Bedford	Countess of Huntingdon	Standing Stone
Indiana	1803	Westmoreland, Lycoming	Territory of Indiana	George Clymer
Jefferson	1804	Lycoming	Thomas Jefferson	Moravian Indians
Juniata	1831	Mifflin	Juniata River—Iroquois Word	Fort Patterson
Lackawanna	1878	Luzerne	Delaware Indian Name—Lechauhanne	Indian Town of Capouse
Lancaster	1729	Chester	Lancashire, England	Ephrata Cloisters
Lawrence	1849	Beaver, Mercer	Perry's Flagship	West Moravia
Lebanon	1813	Dauphin, Lancaster	Hebrew Word for "White Mountains"	Cornwall — Famous Iron Mine
Lehigh	1812	Northampton	Indian Name—"Lechauwekink"	Where Liberty Bell was Hidden
Luzerne	1786	Northumberland	Chevalier de la Luzerne	Rendezvous of Gen. Sullivan's Army
Lycoming	1795	Northumberland	Indian Work Meaning "Gravelly Creek"	Capt. John Brady
McKean	1804	Lycoming	Gov. Thos. McKean	
Mercer	1800	Allegheny	Gen. Hugh Mercer	
Mifflin	1789	Cumberland, Northumberland	Gen. Thos. Mifflin	Fort Granville
Monroe	1836	Northampton, Pike	James Monroe	Sullivan's Expedition
Montgomery	1784	Philadelphia	Gen. Richard Montgomery	Valley Forge
Montour	1850	Columbia	Madam Montour, Indian Interpreter	Christopher L. Sholes
Northampton	1752	Bucks	Northamptonshire, England	
Northumberland	1772	Lancaster, Cumberland, Berks, Bedford, Northampton	Northumberland, England	Home of Priestly
Perry	1820	Cumberland	Com. Oliver H. Perry	Indian Rock
Philadelphia	1682	Original County	Biblical City in Asia Minor	Independence Hall
Pike	1814	Wayne	Gen. Z. M. Pike	Battle of Minisink
Potter	1804	Lycoming	Gen. James Potter	Ole Bull Castle Estate
Schuylkill	1811	Berks, Northampton	Schuylkill River	Scene of Massacre
Snyder	1855	Union	Simon Snyder	Penn's Creek Massacre
Somerset	1795	Bedford	Somerset, England	Christopher Gist
Sullivan	1847	Lycoming	Gen. John Sullivan	Site of Early Glass Works
Susquehanna	1810	Luzerne	Susquehanna River	Camp of Gen. Sullivan
Tioga	1804	Lycoming	Tioga River	Scene of Treaty With Indians
Union	1813	Northumberland	Expressing Unity	Widow Smith's Mill
Venango	1800	Allegheny, Lycoming	Venango River	Fort Franklin
Warren	1800	Allegheny, Lycoming	Gen. Joseph Warren	Cornplanter Indian Reservation
Washington	1781	Westmoreland	George Washington	Canonsburg—Log College
Wayne	1798	Northampton	Gen. Anthony Wayne	Trial Trip of First Locomotive
Westmoreland	1773	Bedford and part of purchase of 1784	Westmoreland, England	Fort Ligonier
Wyoming	1842	Luzerne	Wyoming Valley	Sullivan's Expedition
York	1749	Lancaster	Duke of York	Capital of U. S., 1777-78

EDUCATIONAL PERIODICALS

PSYCHOLOGY AND MENTAL HYGIENE

Among the periodicals dealing with the psychologic and mental hygienic aspects of education are the following:

1. AMERICAN JOURNAL OF PSYCHOLOGY
Cornell University
Ithaca, N. Y.
2. INTERNATIONAL JOURNAL OF INDIVIDUAL PSYCHOLOGY
230 North Michigan Avenue
Chicago, Ill.
3. GENETIC PSYCHOLOGY MONOGRAPHS
Clark University Press
Worcester, Mass.
4. JOURNAL OF ABNORMAL AND SOCIAL PSYCHOLOGY
Psychological Review Company
Princeton, N. J.
5. JOURNAL OF APPLIED PSYCHOLOGY
Ohio University
Athens, Ohio
6. JOURNAL OF EDUCATIONAL PSYCHOLOGY
10 East Center Street
Baltimore, Md.
7. JOURNAL OF EXCEPTIONAL CHILDREN
Battle Creek, Mich.
8. JOURNAL OF EXPERIMENTAL PSYCHOLOGY
Princeton, N. J.
9. JOURNAL OF GENERAL PSYCHOLOGY
Clark University Press
Worcester, Mass.
10. JOURNAL OF GENETIC PSYCHOLOGY
Clark University Press
Worcester, Mass.
11. JOURNAL OF SOCIAL HYGIENE
50 West 50th Street
New York, N. Y.
12. JOURNAL OF SOCIAL PSYCHOLOGY
Clark University Press
Worcester, Mass.
13. MENTAL HYGIENE
50 West 50th Street
New York, N. Y.
14. PSYCHOLOGICAL ABSTRACTS
Clark University Press
Worcester, Mass.
15. PSYCHOLOGICAL BULLETIN
Wesleyan University
Middletown, Conn.
16. PSYCHOLOGICAL MONOGRAPHS
Psychological Review Company
Princeton, N. J.
17. PSYCHOLOGICAL REVIEW
Psychological Review Company
Princeton, N. J.

Can Education Provide Equality of Learning Opportunities for all the Children of all the People?

LESTER K. ADE

Superintendent of Public Instruction

EQUALITY UNDERGIRDS AMERICAN LIFE

YOU have heard it said: "We hold these truths to be self-evident—that all men are created equal; that they are endowed by their Creator with certain inalienable rights; that among these are life, liberty, and the pursuit of happiness." Translated into terms of education, this constitutes a most critical challenge. In a nation as large as ours, inhabited by people of many national backgrounds, struggling against circumstances of life that are widely different one from another, the commitment of education to provide equal learning opportunities for all appears on the surface to be almost insurmountable.

The complete realization of this fundamental objective may be unattainable. We must recognize that there are superior, good, and fair teachers; that there are wide inequalities in the economic resources of the several states; and that children themselves have variable capacities for accepting educational opportunities. The challenge to education to provide equal learning opportunities for all must be conceived in the light of these conditions. We should nevertheless aspire toward equality of opportunity for all races, for all sections of the State and nation, and for all individuals and groups regardless of residence, condition, or social state. Under our democracy, every individual is entitled to an opportunity to live a happy, healthy, and satisfying life; to enjoy a comfortable home; to engage in useful employment; and to have access to beauty and truth through the benefits of education.

THE PRINCIPLE OF EQUALITY APPLIES TO EDUCATION

Equality of opportunity means little to the millions of American boys and girls who are not in school; it means little to the thousands in school who are getting something they do not need, while others are getting what they want. It is estimated that approximately sixty per cent of youth of secondary school age are in school. How shall this principle of equality be applied to the approximate forty per cent who are not in school? We understand that the causes are economic, intellectual, racial, and social. We understand that in many instances rural children suffer a disadvantage as compared with urban children. We understand that whereas some states each year spend more than \$100 per child for education, others spend less than \$20 per child. How can these conditions be reconciled to the commitment that the State shall provide adequate educational opportunities for all the

children of all the people? This is one of the foremost challenges to education.

INDIVIDUAL NEEDS RECOGNIZED

Equality of opportunity once meant the privilege of continuing education throughout the twelve grades of the public school. The new meaning connotes more than this. It signifies different opportunities to suit the different capacities, interests, and conditions of all who avail themselves of education. Under this new meaning, equality of opportunity may be achieved through such modern devices as individual instruction, homogeneous grouping, special classes, junior high school, exploratory activities, multiple curriculums, continuation and vocational schools, junior colleges, adult education programs, preschool and parent education, and classes for delinquent and handicapped children.

We should strive, if we are to meet the new cardinal challenge, to provide equal learning opportunities for every child regardless of race, color, creed, economic status, residence, or physical condition. There should be for every child an opportunity for the fullest possible development—moral, mental, and physical. He should have opportunity also for the inculcation of the attitudes, appreciations, and ideals, as well as skills, and knowledges that are essential to live abundantly in a modern democracy.

ENRICHED CURRICULUMS REQUIRED

The attainment of these important ends requires enriched curriculums. Cultural, vocational, and recreational activities, are indispensable in the modern program. It requires a socially desirable environment where healthy minds and bodies may function in normal, stimulating surroundings. It requires unfettered teaching where education evolves in accordance with changing conditions of society. It requires vocational and educational guidance and opportunities for recreation and the wholesome use of leisure time.

FOR ADULTS

Special phases of workers education comprise study groups, educational exhibits, non-resident labor colleges, resident labor schools, summer schools, institutes, and the Federal Emergency Education Program. All of these make their contribution to the adult education program and assist our profession in meeting this new positive challenge.

Adult education, therefore, should aim beyond the mere maintenance of adults in their present status. It should comprise cul-

tural activities, projects for parents, naturalization programs, recreation, creative exercises, literary courses, and work designed to develop special talents. The new challenge suggests that education should develop adult leaders with broad social vision. To achieve this end education must school adults in the fundamentals of social life and make them responsive to the demands of the new citizenship. Having acquired these qualities they will be enabled to guide youth in their upward progress.

FOR OUT-OF-SCHOOL YOUTH

What challenge to education has been more widespread than that of the needs of our out-of-school youth? The number of young folks from sixteen to twenty-five years of age who are out of school has been variously estimated at from six to ten millions. They need educational and recreational opportunities; they need work opportunities; they need personal guidance in making vital choices; they need a further development of their interests; they need encouragement and inspiration to give them the self-reliance necessary to carry on through life. Is education equal to this startling and far-flung challenge? What is being offered these youth now out of school in the way of physical security, positive personality, economic stability, mental security, freedom, fair play, and social participation?

SOCIAL AGENCIES COOPERATE

If there is to be a large number of unemployed in our future economic life, should there not be a policy to care for them? Some constructive means of education would be in order; and this constitutes a weighty challenge to our profession. The fact that several social agencies have sprung into existence to bridge the gap between our educational program and the needs of out-of-school youth indicates that education has not fully met the telling challenge implied in the youth problem. The National Youth Commission was created to supplement the work of the schools. The Works Progress Administration established educational and recreational divisions to assist the public schools in meeting an educational responsibility. The Civilian Conservation Corps established camps throughout the nation to aid in providing opportunities—social, educational, and recreational—for the out-of-school youth. Are these special services to continue supplementing our educational program? Can education in the future fully meet the challenge with its own facilities and resources?